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ABSTRACT

This publication reviews current literature in community-based employment. It offers rehabilitation facilities and other programs a practical book on how to provide long-term follow-up services in a variety of settings and using a variety of models. Section I is a limited review of current literature on transition employment and supported work in general and on providing follow-up services in particular. Chapters 1 and 2 define and describe the train-place and place-train models for providing rehabilitation services and variations of the place-train model. Chapter 3 deals with assessment of the worker before and during placement and training processes. Chapter 4 presents reasons why long-term follow-up services are a vital component of supported employment programs. Chapter 5 offers specific methods and procedures to increase the effectiveness of follow-up services. Section II describes four programs offering integrated follow-up services. They illustrate exemplary work programs within different settings: supported work services to persons who are mentally retarded in an urban setting, to persons who are mentally ill in an urban setting, and in a small rural facility serving mainly developmentally disabled persons and transition programs within a community college serving small city and rural areas. The document concludes with 84 references. (YLB)

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Understanding Community Based Employment and Follow-up Services

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Introduction

Over the last ten or so years many new ideas and programs have emerged in vocational rehabilitation and education for providing direct services to a wide variety of clients, many of whom are severely disabled. Two of these new program types have been supported work and transitional employment. Both are considered to be part of a larger trend called "community-based employment." Growing out of the work of Paul Wehman, Frank Rusch, Harold Halpern, Thomas Bellamy, and others and encouraged by support and funding from Office of Special Education and Rehabilitation Services, supported work and transitional employment programs have been started in wide variety of rehabilitation and educational institutions. This trend is expected continue and grew even stronger.

These programs are the outcome of several trends that have occurred within society in general and within rehabilitation in particular. The philosophical basis of supported work and transitional employment can be traced directly to the normalization movement started in the late 1960's and early 1970's by Wolf Wolfensberger. Disabled persons can and should be integrated into community life to the degree possible:

> Normalization implies, as much as possible, the use of culturally valued means in order to enable, establish, and/or maintain valued social roles for people (Wolfensberger and Tullman, 1982).

Proposed as a principle and later backed by law, administrative regulations, and court decisions, normalization led to the concept that people with severe disabilities should be placed in the least restrictive environment. This lead to the closing of many large public, human warehouses for mentally ill and developmentally disabled persons. The normalization trend was complemented by new advances in treatment, especially in the areas of psychotropic drugs and behavior change techniques. These persons were given the opportunity to be integrated into community life.

The second factor was an outgrowth of the civil rights movement of the 1960's. In addition to providing the legal and moral framework for equal rights and opportunities by blacks and other minority groups, this movement provided a model of social activism for many disabled individuals and groups. Full equality of opportunity by affirmative action and the removal of physical and attitudinal barriers became the goals of many disabled persons. As the movement became wide spread, there appeared to be a greater public acceptance of persons with disabilities.

Equal opportunity in education and other areas was partially achieved through the passage of Public Law 94-114. Public schools had to educate all children and to provide special services to those who needed them. The educational needs of developmentally disabled children became a political issue in many school districts and in many states. As these children were educated, both they and their parents began to have increasing expectations for their children; one of these expectations was for employment.

The final area is vague and hard to define; over the past 15 years there appears to be a greater degree of tolerance for persons who differ from perceived societal norms, be it a racial/ethnic, sexual preference, religious, physical and/or mental difference. The implication is that persons with disabilities are much more accepted in general (or at least tolerated) than they were less than a generation ago.

The purpose of supported work and transitional employment is to provide needed programs and assistance so that persons with disabilities can become employed in the competitive labor market (i.e., community-based employment), therefore opening further opportunities for normalization. Although there are many different models for providing this service, they all provide varying degrees of support after the worker is placed on the job. Many fully accept the fact that continuing services will have to be provided over either a long or indefinite period of time (Wehman and Kregel, 1985). The problem of providing follow-up services over time has been discussed in many books and research articles; unfortunately, comparatively little has been written about how to set-up and maintain a long term follow-up program. Even less has written about providing these services in programs other than research and demonstration programs.

The purposes of this publication are to review current literature in community-based employment and to offer rehabilitation facilities and other programs a practical book on how to provide long term follow-up services in a variety of settings and using a variety of models. This publication has two sections. The first is a limited review of current literature on transition employment and supported work in general and on providing follow-up services in particular. This review offers an introduction to some of the basic concepts of supported work and transitional employment. It will explain the basic assumptions of these programs as well as various types of program models. The reasons why persons fail in a supported work environment will be examined and then used to identify specific work related problems. The limited information on providing follow-up services is presented in the last chapter of the first section ..... Section two provides the reader with four programs offering integrated follow-up services. These programs were selected by the author and outside sources as having exemplary supported work programs within different settings:

RISE, Inc., Minneapolis, Minnesota - Supported work services to persons who are mentally retarded in a urban setting. The material for this description was provided by Ms. Rebecca Schirber and Ms. Carolyn Claros.

SPRC (St. Paul Rehabilitation Center), St. Paul, Minnesota - Supported work services to persons who are mentally ill in an urban setting. Ms. Laurie Wulff provided the material.

New Horizons North, Inc., Ashland, Wisconsin - Supported work services in a small rural facility serving mainly developmentally disabled persons. Ms. Diane Strzok and Ms. Deborah Kovach provided the information.

Iowa Valley Community College, Marshalltown, Iowa - Transition programs within a community college setting serving small city and rural areas. Mr. Bill Martin provided the information.

I would like to thank all of these persons for permitting me to visit their programs; talk to them, other staff, and clients, for providing me with examples of forms, brochures and other materials, and for reviewing the descriptions of their programs. Ms. Diane Strzok and Mr. Bill Martin reviewed the entire manuscript, pointing out many areas that needed improvement. Thanks also goes to Ms. Jerene Suckow for transcribing over 12 hours in interview tapes.

Karl F. Botterbusch, Ph.D., CVE
September, 1988

A Note on Terms

Throughout this book, the work "job coach" is used to describe the person who provides the direct service to the client. This term was selected because of its general use. Synonyms for this term include: employment training specialist, trainer, and supported work specialist. Although much of the literature confines this term to one specific supported work model, this publication uses "job coach" for the staff person providing follow-up services under a variety of models.

Another point of confusion may derive from the use of the term "supported work". As with "job coach", it was selected because of its common usage. Within this book, "supported work" means the provision of any service(s) designed to provide a person who is disabled with long-term or on-going support during competitive employment. Thus, the term includes a variety of not only supported work models, but also transitional models as well. Although this publication assumes the use of the place- train model, there is no practical reason why the supported work techniques described in this book could not be used with the older train-place model.

The final term, "worker", refers to an adult or student who is disabled and is placed in competitive employment. This word was selected because it reflects the goal of vocational rehabilitation services - to have a person with disabilities placed in competitive employment.

Table of Contents

Section I - Community-Based Employment Programs

Chapter 1 - Models for Competitive Employment 1
Chapter 2 - Transition and Supported Work Models 11
Chapter 3 - Assessment 31
Chapter 4 - Why Follow-up Services Are Needed 49
Chapter 5 - How It Works 57

Section II - Examples of Community Based Employment Programs

RISE, Inc., Minneapolis, Minnesota - Description Provided by Ms. Rebecca Schirber and Ms. Carolyn Claros. 85
SPRC, St. Paul, Minnesota - Description Provided by Ms. Laurie Wulff. 95
New Horizons North, Ashland, Wisconsin - Description Provided by Ms. Diana Strzok and Ms. Deborah Kovach. 109
Iowa Valley Community College, Marshalltown, Iowa - Description Provided by Mr. Bill Martin. 133

References 153

Chapter 1
Models for Competitive Employment

Definitions and the Need for Long Term Follow-up Services

It is best to begin by offering an informal definition of follow-up services. In this publication follow-up services are defined as services provided to a worker employed in competitive industry after the initial training period. The need for follow-up services rests on the idea that most of the reasons for job failure are preventable. Follow-up services are provided for one very important reason: To help the worker remain competitively employed and to live as independently as his/her disabling condition permits. Services, such as advocacy, retraining to reflect changes in job duties, and providing support to the employer, are a few examples of follow-up services directly related to job performance. Although this publication focuses on vocational services, follow-up also means offering services effecting the worker's non- vocational life. Arranging a new transportation schedule, banking, food purchases, and social skills are just some examples. Obviously, these aspects of follow-up can also be considered as independent living skills.

The goals of most vocational rehabilitation programs, regardless of their philosophy or methods, are to have the client become self-supporting and to function as an independent member of society. If the individual cannot be totally independent, then the goal is to reach the highest functioning level. When this occurs, some form of supported work must be considered (Whitehead and Marrone, 1986, p. 166). The implication is that, in spite of careful training, some persons can't adjust to all changes on the job or to live independently without at least minimal outside help. Some workers will lose previously learned behaviors (Brown and Hughson, 1980). By providing long-term services, supported work models are able to achieve the goal of normalization in rehabilitation: To have the person live as independently as possible.

Prior to beginning a supported work or transitional employment program, the sponsoring organization must realize that for many persons, supported work means a commitment to be there when the worker needs help, regardless of the length of time elapsing since training. The very word "supported work" implies that workers will "receive intensive, ongoing support throughout the length of their employment, including placement, job-site training, ongoing monitoring, and follow-up" (Wehman and Kregel, 1985a, p. 4). Wehman and Kregel (1985a) emphasized this commitment in the following statement:

> Other distinguishing features of the supported work model are commitment to long-term monitoring of client performance and delivery of support and follow-up services. In sharp contrast to rehabilitation programs that typically provide follow-up services for several months, clients with a supported work model may receive systematically planned job retention and follow-up services for many years after initial placement (p. 5).

For programmatic and funding reasons, it is suggested that this support be considered as two separate services: time-limited and on-going. During the initial phases of training and adjustment, the worker receives intense help, commonly from a job coach. As he/she learns appropriate job skills and social behaviors, the services of the job coach can be reduced to a lower service provision level. In other words, the job coach does not have to spend as much time as previously with the worker. These first services are considered to be time-limited services. This

> change in a participant's status from time-limited services to on-going services is based on the stabilization of staff intervention time needed to keep the consumer employed. When the staff time required to maintain persons in their positions is in a moving from intensive to a stabilized amount of

> time, it is construed part of the *time-limited* service component. Once the staff intervention time stabilizes for a significant period, the case has entered the *on-going follow-up / maintenance service phase* (Hill, 1986, p. 19)

Many supported work programs require separate funding sources and even separate agencies for the time-limited and on-going services.

As can be seen from the above definitions and brief discussion, one the critical features of supported work programs is the provision of follow-up services that can stretch indefinitely into the future. Although these services concentrate on vocational problems, they often deal with the entire lifestyle of the worker. Therefore, the agency must realize that when beginning a supported work program, they must be able to provide adequate follow-up services for the foreseeable future. These services can be provided either by the agency giving the initial services or shifted to other organizations and sources of funding after the worker's position is stabilized. Although there are many transitional employment and supported work models, each of these models requires that adequate follow-up services be provided.

Two Basic Models in Providing Rehabilitation Services

Train-Place Model

Until fairly recently, most vocational rehabilitation services used a "Train- Place" model in which a worker must first be trained for a job before he/she could be placed on that job. Training almost never took place on the job site; usually it was confined to the facility or the classroom. In examining this concept in detail, we discover that it is based on several assumptions:

1. The client must be "ready" for his/her next step in development. Before a persons can perform a task or learn a skill, they must reach a certain point in their physical and/or mental development. This implies that most persons mature in a predetermined sequence and are ready to learn certain skills at certain ages. Much of public education is based on this developmental concept. Although persons with mental retardation have the same readiness sequence as "normal" persons, it takes them longer to reach the various maturation levels; some never reach these levels and, thus, were never given the opportunity for employment. In other words, the person must reach specific physical and mental maturation levels before a task can be learned. For example, before a child can be taught to read, he/she must be able to perceive the letters, hear the sounds, and associate the sounds with the letter. He/she must have an attention span long enough to receive the instruction. Based largely on education and development psychology, this readiness concept implies long prerequisite training prior to placement on any job, competitive or sheltered, especially if the worker is mentally retarded or has a severe learning disability. The problem with this approach is that many persons with disabilities spend a large portion of their lives getting ready.
2. Behaviors and skills learned in one setting can be generalized to other settings. Thus, what is learned in school can be applied while on the job. Many educational training programs depend on this generalization. For example, a student learns typing in typing class and is expected to use this skill in a variety of work settings. They are not taught typing while on the job as a secretary or word processor operator. Stimulus and response generalization is considered to be a basic element in both animal and human learning (Kimble, 1961; Rusch and Mithaug, 1985). The problem is that many persons who are mentally retarded or otherwise developmentally disabled often lack the ability to make the type of generalizations needed for competitive employment (Wehman, 1981; Rusch and Mithaug, 1985)
3. The third assumption is more difficult to define - that disabled persons were better off being isolated. This attitude, though not often explicitly stated, derives from the belief that disabled persons are vulnerable and, therefore, must be protected. This belief appears to be most prevalent when dealing with persons who are developmentally disabled or mentally ill. Although humanitarian concerns doubtlessly motivated this belief, the end result was the isolation of a class of persons from society. Isolation, in turn, creates ignorance and doubts.

In actual practice the train-place model begins when the disabled person is accepted for rehabilitation services or, if in school, is considered old to begin pre-vocational training. Services commonly begin with a general medical examination and a review of the client's medical and other history. Prior to developing an individual vocational rehabilitation plan (IRP), the client is referred for vocational evaluation. During the evaluation period, the client's abilities, skills, behaviors, interests, achievement, and goals are investigated. The results and the recommendations of the evaluation are communicated to the referral source in a final report. Often one of the recommendations for persons whose functioning is more limited is placement in an work activity center or sheltered workshop.

The day care centers, work activity centers, independent living programs, and various types of sheltered work programs are often based on the orderly progression of clients from one program level to another as they master skills and behaviors. Persons in work activity programs who improve significantly during their stay can move into long-term sheltered workshop. The workshop serves "less able retarded adults who cannot meet the demands of competitive employment" (Katz, 1968, p. 143). Satisfactory progress in a long-term workshop may result in placement in a short- term workshop that is designed "to place the client in competitive employment after a relatively short period of evaluation and training" (Katz, 1968, p. 127). The next step is competitive employment or an on-the-job training program. This very general description of rehabilitation services assumes a developmental model and long periods of isolation from the community as a whole.

Criticisms of Place-Train Model - The effectiveness of these procedures described in the last paragraph have been criticized by many, especially the early proponents of transitional employment and supported work[1] (Wehman, 1981) on the following:

1. Low Placement Rates - The General Accounting Office (1981) reported a job placement rate of sheltered workshop clients into competitive employment as only 8.6% among workshops for the blind and 15.8% among workshops primarily serving other severely handicapped persons. The same report also called for reevaluation of handicapped persons in sheltered workshops to increase their opportunities for competitive employment. In a position paper presenting the Office of Special Education and Rehabilitation Services (OSERS) transitional model, Will (1984) noted that "At present, ongoing adult services are typically designed to be non-vocational, either providing lifelong custodial care or preparing consumers for later vocational services" (p. 4)
2. Low Wages - The Greenleigh Study (1975) pointed out that most sheltered workshops did not pay adequate wages based on clients' actual production. Another study by the Connecticut Division of Vocational Rehabilitation (1979) reported low wages and very high unemployment rates among disabled persons. A few years later a study by the General Accounting Office (1981) reported essentially the same findings.
3. Social Isolation - Sheltered workshops also isolate persons with disabilities from the community life. Wehman (1981) offers several advantages for moving disabled persons into the mainstream of society: (1) The integration with nonhandicapped persons in both working and social situations allows the disabled person to make a wide variety of friends and to learn to live with criticism. (2) Using Wolfensberger's normalization argument, "The opportunity to go to work regularly and to not be subjected to the vacillations of contract and subcontract orders for work is one that should be available to all disabled people" (p. 6). Competitive employment may also generate opportunities for greater job advancement. (3) The poor perceptions of disabled persons held by family, friends, employers, and legislators could be corrected if disabled persons had opportunities for competitive employment.

Early advocates of supported work and transitional employment used these findings not only to support place-train models, but also to condemn all sheltered workshops. Indeed, many of these early papers and books confused research and valid criticisms with emotional commitment. However, when these criticisms are considered, it is not difficult to see that the train-place model resulted in very low placement in competitive employment.

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[1] While it must be admitted that there were many problems in sheltered workshops, the reader is warned not to condemn all facilities. He/She should not equate rehabilitation facilities with the train-place model; most of the innovative place-train programs described in this book were developed by facilities.

A Modified Train-Place Approach with Emphasis on Behavior - One positive answer to these criticisms of the train-place model comes from the Mithaug and Haring (1977). Their model places heavy emphasis on accurate vocational evaluation first to identify problem behaviors and then on programs, such as work adjustment, to correct these problems prior to placement in competitive employment. While keeping the workshop rehabilitation model, they offered several improvements based on Brickey (1973, p. 16):

> ...when rehabilitation activities are not closely related to specific jobs and skills that the client will eventually be expected to perform, effectiveness in training and accuracy in evaluation is reduced. Improvements in the workshop rehabilitation model may include at least the following: '(1) making the training situation resemble the terminal behavior (employment) as closely as possible; (2) clearly identifying and systematically changing the behavior that renders the client unemployable; and (3) keeping data so the effectiveness of assessment and modification process can be evaluated' (Mithaug and Haring, 1977, p. 259).

This quotation, then, implies that if the traditional train-place model is to work effectively, then the skills taught in the workshop must be based on the needs of the competitive labor market. The reader will note that the issue of generalization is directly addressed, and the proposed solution is to have the training resemble actual employment as much as possible.

The above quotation also implies that the client must learn some basic behaviors prior to ANY placement, even entry into a sheltered workshop. Table 1 presents the behaviors identified by sheltered workshop supervisors as being essential or important for entry into sheltered employment. The point is that if these behaviors are critical for sheltered employment, they would be even more important before placement in competitive employment.

One answer to the valid place-train criticisms is to develop a train-place model based on behavioral considerations. In the final pages of their article, Mithaug and Haring (1977) present such a model:

1. Analyze the skills required to complete the job task; pinpoint the behaviors expected by the supervisor as necessary adjuncts to performing those skills; and specify the motivational system employed on that job to maintain performance, encourage conformity to rules, and discourage deviant behavior.
2. Assess the client's levels of skill development relevant to the job, supporting work patterns, and motivational control needs.
3. Specify behavioral objectives for each of the deficiencies identified in 2 above.
4. Develop and implement a training program to achieve each of these objectives by employing behavioral principles that specify appropriate procedures for cuing and reinforcing the target behaviors.
5. Continuously evaluate 'through direct measurement' progress towards behavior aims. These measures may include, for example, the number of cues required to elicit the response during acquisition, the elapsed time following a cue before the response is emitted, the time interval between correct responses, the number of correct or incorrect responses per unit of time, the duration of a response, and the percent of correct or incorrect responses per responses period.
6. Place the client on the job for a trial period with maximum follow-up support, while continuing to monitor and evaluate his behavior on all relevant dimensions specified during training.
7. Increase on-the-job training if performance maintains.
8. Gradually decrease follow-up support.

Two major conclusions can be made from the above review of the literature train-place model:

1. There is no reason why this model cannot include a strong follow-up program. Regardless of the model used, many newly employed workers will require follow-up services, such as those described in this publication.
2. Although the future definitely belongs to the place-train model, many organizations will continue to

Table 1

Items Specified by All Workshop Supervisors as Being Important
or Essential for Entry into Sheltered Employment

1. Maintain proper personal hygiene.
2. Appear at job station on time and without prompting: in the morning when work begins, after each coffee break, and/or after lunch.
3. Respond to an instruction to be followed immediately...
4. Learn to work at new job tasks when supervisor explains by: physical prompting, modeling (doing the job in front of client), or verbally describing how the job is to be done.
5. Correct work on task after [a specific number] correction from supervisor.
6. Work at job station continuously.
7. Not leave job station inappropriately during the work period more than [a specific number] times per day.
8. Work independently alone at a table without discontinuing work for more than [a specific number] times per day.
9. Work alone continuously without disruption for 15 minute periods with [a specific number] contacts from supervisor.
10. Not to display minor disruptive behaviors (e.g. interruptions) more frequently [a specific number] times per week.
11. Not to display major disruptive behaviors (e.g. tantrums) more frequently than [a specific number] times per week.
12. Not to initiate contact in appropraitely with supervisor [a specific number] times per week.
13. Work on independent tasks with all clients working on similar tasks in 2-to 3- person group situations...
14. Work on assembly line tasks (all clients doing different tasks) in 2- to 3-person group situations...
15. Work on independent tasks in 4- to 6-person groups.

Adapted from Teaching the Severely Handicapped, Vol. II (p. 272) by D.E. Mithaug and N. G. Haring (1977). New York: Grune and Stratton. Reprinted by permission.

use the train-place model, especially for persons who are not severely disabled. Therefore, the clients in these programs should not be neglected.

Place-Train Model

In the place-train model the worker is first placed on a specific job in competitive industry and is then trained by a staff person to perform that job. Because the training done on the job, it is directly related to the job. Learning is, therefore, direct and not overly dependent on generalization.[2] Usually, the new worker will learn only the specific vocational and social skills needed to perform on the job. Although direct training on the job appears to be a simple, natural solution, Wehman (1981) warns:

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[2] Generalization problems are common in persons who are developmentally disabled, mentally retarded, mentally ill, and/or some learning disabled persons.

> The challenges and frustrations in implementing job training programs in competitive employment situations are substantial, however, and require careful program design for replicability and data collection for long term evaluation (p. 8).

In addition to defusing the generalization issue, the place-train model also answers the criticisms of low wages and social isolation that are often an unfortunate side effect of the train-place model. The placement of the worker in competitive employment means that he/she is earning at least minimum wage when fully transitioned; this is compared to the often sub-minimal wages in sheltered employment. It also means an end to much of the social isolation suffered by the many disabled persons. Traveling to and from work, meeting and working with co-workers and supervisors, socializing during lunch and coffee breaks, making purchases, and banking are some of the "normalizing" behaviors that place-train clients experience almost daily.

The trade off is, of course, that the greater the independence for the new worker, the greater the staff obligation to offer appropriate training and assistance, and the greater the worker's obligation to work up to his/her potential. Quite simply, the place-train model is very demanding on both staff and the newly placed worker. Because these new situations also require new behaviors and skills, job training must include social skills as well as work skills; many times this new role spills over to create a need for participation in independent living programs (Halpern et al., 1986)

The General Place-Train Model - The works of Wehmen (1981, pps. 8-16) and Moon et al. (1985) will be used to illustrate the general place-train model. Please note that not all place-train models and programs using this general model have all of these steps. There are many programs, for example, that do not include, or at least do not emphasize, the work adjustment phase. The general model is outlined as follows:

1. General Job Assessment in the Community - The first step is to do a careful assessment of the possible job opportunities within the community. The community job survey may require the involvement of the local Employment Service (i.e., Job Service), local business and industry groups, civic organizations, chamber of commerce, and Private Industry Council (PIC). At this point potential jobs are merely identified; detailed job analyses occurs in a later step. Many of these jobs will be entry level jobs with high turnover, such as food service and janitorial workers. In addition to locating already existing jobs, the possibility of job development should also be explored. Job development requires that a unique or special position be created around the needs of the worker or that group of jobs be set aside for workers. "The success of this community contact is fundamental to placement efforts. The range of jobs identified as viable for placement will influence the types of jobs that will comprise the initial training program" (Wehman, 1981, p. 10). Once potential jobs have been found, the employer is contacted and a list of the general requirements for several jobs are obtained.
2. Assessment - The client's proficiency on certain job skills and level of independent living are evaluated. Part of this evaluation is a careful review of medical and educational records, informal observations of the worker, and interviews with the worker and others. The jobs selected for assessment are those identified in the first step. The jobs are task- analyzed and the client is assessed based on these tasks. "Whenever possible a client should be observed in a real work setting, preferable a site in the community where the employer has given permission for you to do pre-employment training" (Moon et al., 1985, p. 32). However,

   > Assessment or training on an actual job site is not a mandatory prerequisite to placing a client into a job as long as you are comfortable with the information gathered from interviews, informal observations, and records review. If you cannot get into real work sites, try to use environments that are set up to look and function like a real job setting. (Moon et al., 1985, p. 32).

   Although real job sites should be used, situational assessment is acceptable if job site evaluation is not available. In addition, estimates are made of the amount of training assistance that will be needed; this information is important for planning and scheduling the work load of job coaches and other support staff. At this time nonvocational skills, such as use of public transportation, money management, and social skills are assessed within the context of the potential job. At the completion of this assessment, performance objectives are prepared. These objectives are very specific and job related.

3. Work Adjustment Program - The client training during this phase is based on the task analyses and uses operant conditioning principles. "The instructional techniques that are employed are characterized by a continuum from least intrusive to most intrusive prompts" (Wehman, 1981, p. 11). In reality, this phase is a pre-placement training involving teaching basic job related technical and social skills. The reader with a background in work adjustment should be aware that what Wehman calls "work adjustment" is really skill training in very elementary social and job skills. Little or no training relating to the specific job is involved.
4. Making Specific Employer Contact - At this point the potential worker's abilities and staff training capabilities are presented to the employer in hopes of finding a suitable placement. If the employer is interested, specific positions are identified and a detailed job analysis performed. The job analysis should include social factors (e.g., dress, specific work hours) as well as skill factors and physical access. The job requirements are matched against the pool of available workers and one person is selected for a specific job. As a result of staff evaluation and pre-employment training, the staff knows about the worker and his/her unique skills and needs.
5. Job Site Training[3] - This critical phase is the heart of the place-train model; the job coach works with the worker on the job site to teach the needed skills. The job coach uses a combination of operant learning techniques, including modeling, forward and backward chaining, and maybe immediate positive reinforcement in the form of tokens. In other words, the job coach uses whatever techniques are necessary to teach the worker the job. This phase almost always involves a close individual relationship between the job coach and worker. A practical book by Moon et al. (1985) provides the following quotation:

    > ...a job trainer is available to be on the job site on a fulltime basis for as long as necessary. The job trainer is responsible for teaching job skills, for training [in] related skills, such as transportation and grooming, and for advocating on behalf of the client. In fact, for at least the first two weeks after a client has been placed on a job, the trainer is likely to be at the job site six to eight hours a day. It may take even more time each day to work on related skills, such as learning to ride the bus to and from work (p. 61).

    All during this job training process accurate records are kept on the worker's performance. During the last phase of job site training, the job coach is very gradually faded from the job. Fading usually begins by gradually withdrawing the job coach for an hour or two each day. The problem at this phase is to transfer the support and supervision from the job coach to "natural reinforcers," events and consequences available to all workers on that job. Praise by a supervisor, the weekly pay check, having to do work over again if not correct, and verbal corrections are some examples. Co-workers as well as supervisors can provide natural reinforcers (Rusch et al., 1980) and self-monitoring and self-reinforcement can be taught to the worker (Rusch et al., 1985).
6. On-going Assessment and Follow-Along[4] - The job coach continues to monitor the worker's progress through carefully kept records and contacts with the employer, worker's family, and others. If the worker needs further assistance, the job coach reenters the picture. "Building this follow-along period into job training programs assures both the employer and worker that help is available should a problem arise" (Moon et al., 1985, p. 91). Changes in job duties, loss of previously learned skills, changes in supervisors, transportation, and living arrangements are some of the reasons for the job coach to reenter the picture. "The job trainer should regularly determine if and when such changes occur and be prepared to intervene if any of them affect the worker's work performance" (Moon et al., 1985, p. 91). This final step in the Wehman place-train model is the focus of this publication.

In summary, in the place-train model the worker is first placed on the job and then is individually trained by a professional or paraprofessional staff person (Wehman, 1986).

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[3] Wehman (1981) includes a step called "Establishing a Training program" during which clients were trained in specific job skills either at the job site or in school. During this short time, the client was not paid. Because this step is not used in many place-train programs, it was dropped from this sequence of steps. Note, however, that the Iowa Valley Community College program includes this step.

[4] Wehman (1981) refers to this phase as "program evaluation."

Problems with the Place-Train Model - Although this approach was developed to respond to problems with the traditional train-place model, it is not without problems of its own. Four common problems are:

- the dependence on the role of job coach,
- lack of vocational assessment,
- expense of training and follow-up services, and
- the assumption that the model fits every situation.

The place-train model revolves around a job coach who is able to spend large amounts of time with the worker while he/she is learning the job. During this time, the job coach also acts as an advocate for the worker. The relationship between worker and job coach is the heart of this approach to employment for disabled persons. By implication, it takes a very special person to be a job coach (Woods, n.d.). This person must be able to:

1. learn the worker's potential placement job well enough to train the worker,
2. be physically capable of performing this job,
3. have a practical knowledge of behavior change and teaching techniques,
4. be able to work with the worker's supervisors and co-workers in a productive manner,
5. be flexible in his/her job schedule, and
6. be able "to get along" with a wide variety of workers, employees, and supervisors.

Although good personnel selection and training are important in all human service areas, it appears to be especially critical for job coaches. In other words, the job coach is the critical part of the process and if he/she cannot perform his/her job well, the entire place-train model falls apart. This places a large burden on the agency to recruit and train competent persons as job coaches.

The second problem is the lack of vocational assessment or vocational evaluation services. Although described as one of the steps, vocational assessment often is not included. The information needed to match a worker with a specific jobs is often not available, or if it is, it is not accurate enough. For example, the 1985 book on supported work and transitional employment edited by Wehman and J. Hill (1985) contains little information on determining the worker's or student's interests as well as specific skills. Such information could be very useful in determining the correct job for a disabled person. Although the above model definitely includes work adjustment services and training in independent living, there appears to be little thought as to how basic social and work skills (See Table 1) are to be assessed and then taught if lacking. Some prerequisite behaviors, such as personal care skills, are necessary prior to any work program; the Wehman and associates model does not emphasize these.

The third problem is the expense of follow-up services. If the agency is going to use the place-train model, it must be prepared to provide on-going services for as long as needed by the worker. Supported work is an expense service and some funding source must be willing to pay for this service.

The final problem is the assumption that the place-model can be used for every disabled person. In many respects the need for transitional employment and supported work has become a social and political issue. Some persons want to close all sheltered workshops and immediately place everyone in the competitive labor market. In this atmosphere is was easy to forget that the potential effectiveness of both the place-train and the train-place models and the entire issue of sheltered employment are empirical questions and not a political issue.

Combining the Two Models into One Program

One empirical solution was suggested in a landmark doctoral dissertation by Chow S. Lam (1985). Dr. Lam compared a supported work program (place-train) with a sheltered workshop program (train-place). The following lengthy quote was taken from the abstract of his dissertation:

> The sheltered workshop sample consisted of 50 randomly selected clients from those served in two workshop programs. Their mean age was 35 years and mean IQ was 58. Most subjects had about 10 years of special education. The supported work sample also consisted of 50 randomly selected clients from those served in one supported work program, whose mean age was 28 years and mean IQ was 63.50. Subjects had a mean of 11 years of special education.
>
> It was found that the two employment programs were serving clients with comparable char-

> acteristics in terms of IQ, education, and scores on a Functional Assessment Inventory (Crewe and Athelstan, 1984). The sheltered workshop program was more effective in providing more hours of employment, but no difference was found in wages earned. Supplementary analyses suggested that it was more cost-effective to serve borderline- mildly retarded clients under the supported model and moderately-severely retarded clients under the sheltered workshop model. Clients in both programs expressed a high degree of job satisfaction.
>
> In view of the present results, sheltered workshop programs are encouraged to adopt the supported work approach, particularly working with their higher level clients. Supported work programs should re- examine the use of volunteer work concept with their low functioning clients. Most importantly, avenues for inter-program referrals need to be developed, and clients should have opportunities to choose the type of program that best meets their needs...(Lam, 1985, pps. viii-x)

If Lam's research is accepted and can be generalized to other situations, then it is possible for both models to co-exist and complement each other within a larger program. The place-train model (supported work) may be more cost effective for higher functioning persons, while the place-train (sheltered employment) developmental model may be more efficient for lower functioning persons. Within this program, the train-place model would be used for higher functioning persons. If the program is large enough, there could be a variety of transitional employment and supported work programs. Lower functioning persons would be placed in sheltered employment or in training programs until they reached the minimum social and vocational competencies. At this point, placement in the appropriate job would be made.

The Importance of Follow-Up and Chapter Summary

This chapter introduced two general models for providing placement in competitive employment for disabled persons. In the train-place model the worker receives his/her critical training within the rehabilitation or educational program and then is placed on a job. In the place-train program the worker, often with only minimal social and work skills, is placed on the job and then trained by a staff person. Although the train-place model has not been strong in follow-up services, there is no reason why these services could not be provided, especially if a program similar to that described by Mithaug and Haring (1977) is implemented. Follow-up services are assumed under the place-train model; however, there has been little written on how to provide these services.

This chapter has introduced two models for providing rehabilitation services. The next chapter will demonstrate that the place-train model has a large number of variations.

Chapter 2
Supported Work and Transitional Employment Models

Supported Work and Transitional Employment Models

The basic place-train model presented in the last chapter has evolved into many specific models and an even larger number of individual placement programs. This chapter will explain some of these variations on the basic place-train methodology. Although each program and model is different, they all have four common features:

1. They all place the worker or student on the job and then provide him/her with training.
2. They all attempt to place the worker or student in situations that are either competitive employment or closely resemble competitive employment.
3. Most are dependent upon behavior analysis and behavior management techniques (Rusch and Mithaug, 1980).
4. They all provide follow-up services.

The two major types of place-train programs are supported work and transitional employment. Although both of these programs are intended to place persons in competitive employment, supported work has its roots in rehabilitation; transitional employment has a special education and developmental disability orientation. In spite of this different origins, supported work and transition employment have many common features. This chapter will describe several program types within each general model.

Supported Work Models

Although there have been some university sponsored supported work programs and some demonstration programs in facilities, the supported work movement came of age with large scale funding of supported work and transitional employment projects by the Office of Special Education and Rehabilitation Services, beginning in 1984. The impetus for this funding grew out of several years of successful research in placing severely disabled persons (mostly developmentally disabled) in competitive employment. Much of this early research was began in the late 1970's by Paul Wehman and others at Virginia Commonwealth University, Frank Rusch and associates at the University of Illinois, Thomas Bellamy at the University of Oregon, and Louis Brown at the University of Wisconsin-Madison. Finally, a transitional employment model by Will (1984) made place-train programs a top priority.

In a Request for Proposals published in the Federal Register, the Rehabilitation Services Administration defined supported employment as follows:

> Paid work in a variety of integrated settings, particularity regular work sites, especially designed for serving handicapped individuals irrespective of: (1) for whom competitive employment at or above the minimum wage is unlikely and (2) who because of their disabilities need intensive on-going post-employment support to perform in a work setting. (Federal Register, RSA, V. #50:117, June 1985)

The most comprehensive definition of supported work and the ramifications of that definition were developed by the Twelfth Institute on Rehabilitation Issues. Following a careful review of federal laws, regulations, and some research studies, the Institute proposed the following working definition:

> Supported Employment is paid employment in which appropriate ongoing services are provided to employees who are severely disabled in order for the individual to work productively. Specifically, employees (who are severely disabled) in a Supported Employment must: (a) be engaged in part- time or full-time employment paid at a wage commensurate with the individual's production of goods or services; (b) need and be provided continuous, high-intensity or periodic, ongoing support services in order to maintain employment including support and assistance provided employers; and (c) be provided opportunities during the work day to be integrated with non-disabled individuals other than those providing direct support services to employers. (Twelfth IRI, 1985, pps. 23-24)

The same publication contains a definition of supported work taken from the Developmental Disabilities Act of 1984 (Federal Register, 1984). This Act establishes four criteria for supported work: (1) The worker must be engaged in employment. (2) This employment must be located in regular and integrated work settings. (3) There must be ongoing support and this support must be essential for maintaining employment. (4) Finally, the worker must be so severely disabled that ongoing support is necessary to maintain employment. Within each criteria there are specific quality standards ranging from "less desirable" to "more desirable"; these are given on Table 2. Detailed comments on each of the four criteria are as follows:

1. Employment Status - The persons are employed in paid work that can not exist without the regular opportunity to work. Supported work is not "make work" projects; work necessary to the economy is being performed. "Regular opportunity" is defined as a minimum of 20 hours per week and implies that the job is performed on a continuing basis, not just when work is available or when a new subcontract is obtained.
2. Integration Opportunities - This is the normalization component of supported work. Supported work almost always involves work in setting where non-disabled persons are also employed. While the best way of providing integration is a single placement, this definition allows for small enclaves of never more than "eight persons with disabilities working in proximity to each other, and in a place not immediately adjacent to another program serving persons with disabilities" (Twelfth IRI, 1985, p. 33).
3. Ongoing Support - The provision of follow-up services is one of the major features of supported work. The Twelfth IRI believed that ongoing services are being provided when two conditions are present: (1) funding must be available on a continuing basis to provide this service, and (2) support must be routinely provided to the worker for the purpose of maintaining employment. Therefore, time-limited services, such as a follow-up at the end of three months, are not considered to be supported work. More than any other feature of this definition, the need for ongoing follow-up services defines supported work.
4. Severity of Disability - "Supported Employment was designed for persons with disabilities who cannot obtain and maintain employment without ongoing support. Examples of some disability conditions served in this model include moderate to severe mental retardation, deaf-blind, and severe physical disabilities" (Twelfth IRI, 1985, p. 33). In other words, supported work is intended to be used with persons so disabled that they could not reasonably be expected to function in a competitive employment without ongoing assistance.

One overall goal of supported work in general and follow-up services in particular is job stability. This is especially important when it is recalled that one of the major arguments for hiring disabled persons is to reduce employee turn-over rates. The facility offering the supported work program must be able not only to provide professional training and maintain job quality for the employer, it must be able to insure continuing financial support to maintain the follow-up program. This continuing financial support is often based on the assumption that it is more cost effective to provide follow-up services than to have to support the person from one or more public programs. Because most agencies work on a time-limited provision of services, this need for long term services poses a funding problem for the training agency.

One solution is to have a separate agency or funding source provide the funding for follow-up or to provide follow-up directly. For example, a moderately mentally retarded person is placed on the job and then is trained by a job coach over a period of six weeks. Following fading by the job coach, funding for supportive services is

Table 2

Quality Features of Supported Employment

Features	Less Desirable	More Desirable
Employment Status	20 hours per week of paid employment	Full-time employment
Integration	8 persons are employed in a group	1 person with disabilities is employed at a job site
	Has infrequent social contacts with non-disabled workers	Has frequent social contacts with non-disabled workers
	Works in proximity to few non-disabled employees; does dissimilar jobs to that performed by other employees	Works in proximity to non-disabled co-workers doing similar work
Ongoing Support	Funded support is available but at inadequate amounts or times to ensure job requirements are met	Adequate funded support is available to ensure job requirements are met
	Level of support provided does not consistently sustain employment without interruption	Support sustains employment opportunity
	Support system assesses performance through employer reports only	Support system directly assesses job performance and provides remediation or training as necessary
Severity of Disability	Limited availability of service coordination exists for persons with most severe disabilities	Service coordination mechanism determines employment option is appropriate and "least restrictive," i.e., provides needed support only

From Twelfth Institute on Rehabilitation Issues (p. 38) by Twelfth Institute on Rehabilitation Issues, 1985. Hot Springs, AK: Arkansas Rehabilitation Research and Training Center, University of Arkansas. Reprinted by permission.

shifted to the county program for developmentally disabled citizens. In conclusion, the above formal Twelfth IRI definition was designed to establish minimum criteria for supported programs.

Supported work can also be defined according to the services that must be provided. A more pragmatic definition of these needs was presented by Wehman and Kregel (1985b):

> A supported work approach to competitive employment involves highly structured job placement, individualized training, and job retention of workers with moderate and severe handicaps. It is characterized by intensive job-site training in integrated, community-based employment settings. This model is applicable for use with large numbers of individuals who have had limited previous exposure to competitive environments. It can be successfully implemented by public school and community service programs in both urban and rural areas. The supported work model contains four major components: (1) a comprehensive approach to job placement; (2) intensive job site training and advocacy; (3) Ongoing assessment of worker performance; and (4) a systematic approach to long term job retention and follow-up.

This definition clearly includes both schools and community service programs as sponsors of supported work programs. The model implies that supported work services would not be needed for mildly disabled persons; the focus of these programs are moderately and severely disabled persons. Within the school system the typical worker would be either moderately mentally retarded, severely mentally retarded, or multiply handicapped. However, the authors admit they have little data on the second and third groups. Within rehabilitation facilities, supported work programs would be aimed at persons in sheltered workshops or work activity centers.

These four major components of supported work are defined and explained as follows:

1. Job Placement - The first step is to place the worker on a job that matches his/her abilities. This job placement process includes two major components: (1) A matching of the job requirements and the worker's abilities, and (2) an active "approach to handling non-work related factors such as travel, social security, and caretaker support" (Wehman and Kregel, 1985b, p. 28). The placement process begins with a community job survey to identify the types of jobs having vacancies or high turnover rates that are within the abilities of the worker population. A job analysis that includes both the tasks and the social environment is performed. The worker's adaptive behaviors and his/her current ability to perform some of the vocational skills required in the job areas are assessed. Although these skills are important, "the inability to perform a large number of these skills does not preclude a worker from placement, since a major strength of the supported work model is its ability to place individuals who do not possess all the work skills needed for immediate job success" (Wehman and Kregel, 1985b, p. 29). However, if the worker needs to learn a large number of skills on the job, the job coaches should be prepared for a lengthy training program prior to fading. The worker's expressed vocational interests are also considered. The non-vocational aspect of job placement focuses on the worker's needs for transportation, living arrangements, and Social Security. Wehman and his associates are justified in giving these potential problems a high priority.
2. Job Site Training and Advocacy - Job site training refers to teaching the worker the skills needed to perform the job. Advocacy is seen as non- teaching intervention on behalf of the worker. Before he/she trains the worker the job coach must know how to perform the job him/herself. Once this is accomplished, he/she uses the appropriate behavior training and instructional techniques to teach the job to the worker. The supported work model places considerable emphasis on the non-task aspects of placement. The worker will need help in finding his/her way around the place of employment, meeting co-workers, knowing when to take lunch breaks. The job coach will often have to explain the implications of the worker's disability and to make certain that the worker and supervisor can communicate with each other. If possible, the job coach identifies a supervisor or co-worker who will act as an on-site advocate. The process of helping the worker to "fit in" with co-workers is critical for the worker's long term employment. The use of the on-site advocate also helps during the fading process.
3. Ongoing Assessment - The job coach and the placing agency need constant feedback on the worker's performance on the job and within the community. This information is needed to monitor worker progress and to know if intervention is needed. "Ongoing assessment activities include the collection and analysis of subjective information obtained from employers, workers, and parents/caretakers, and the direct measurement of worker behavior" (Wehman and Kregel, 1985b, p.33). When a problem is identified, a direct measure of the worker's behavior should be made to determine its significance and then to help plan for intervention strategies. "After the job coordination has intervened to correct any problems in worker performance, the results of the intervention program should be validated by again asking the supervisor to evaluate the worker" (Wehman and Kregel, 1985b, p. 33). The worker

and his/her parents/caretakers also need to be assessed on a regular basis to determine the worker's satisfaction with the job and to identify any concerns.

4. Job Retention and Follow-up - The purpose of maintaining follow-up services is to foresee and to identify potential problems early and to intervene before they become critical. Follow-up services may be needed several years after the initial placement. Changes in supervisors, work assignments, living arrangements, or loss of initial enthusiasm are just a few of the potential problems. Some of the techniques used for follow-up are: regular on-site visits, telephone calls, review of supervisor evaluations, worker progress reports, and parent evaluations.

These, then, are the four basic steps in the supported work model according to Wehman. The reader will note that this outline of services is very similar to the generic place-train used earlier in this chapter. Some of the steps in the generic model have been combined into the four step model given above. In summary, a supported work program is a program in which moderately and severely disabled persons are placed in competitive employment and then taught both job and social skills. During and after placement and training there is a ongoing monitoring of the worker's performance. Finally, follow-up services are provided as needed. These follow-up services provide both job and social support and are not usually time limited.

Specific Supported Work Models

Within these basic definitions several types of supported work programs have been developed to meet the worker needs and to provide services under unique conditions. In order to provide the reader with possible program models, several variations on the generic supported work model are presented in the following paragraphs.

Job Coach Model - This model is considered by many to be THE supported work model. One worker is placed within competitive industry and provided individual services. First, a professional or paraprofessional job coach locates and develops jobs in local industries and then matches a worker with the needs of the job. This matching includes vocational and nonvocational skills. The job coach then individually trains the worker until pre-established performance criteria are met. Although the job coach begins to fade at this point, he/she continues to assess the worker's progress though contact with employers, worker, and parents/guardians. This support is provided for as long as needed (Hill, 1986)

The Twelfth IRI (1985) document viewed the job coach model as having two distinct phases. This first phase is time limited during which the job coach does job placement, direct job training, and advocacy. In the second phase regular ongoing follow-up services are provided either on a "daily, problem intervention, or periodic basis required for the worker to remain an acceptable employee" (Twelfth IRI, 1985, p. 27). Often a vocational rehabilitation agency will provide the funding for the time limited services and "public programs which have historically provided long term care management and funding for long term subsidized employment have a primary coordinating role" (Twelfth IRI, 1985, p. 27).

The major advantage of the job coach model is the provision of concentrated individual services to one worker by one job coach. Another advantage is that because the job coach locates the job and places the worker, the employer only has to work with one person. However, because this model is almost completely dependent on the skills of the job coach, program effectiveness is often dependent on a few job coaches. Two of the problems associated with this model are: (1) to ensure continuation of services as funding and responsibility is transferred from one agency to another (2) and the initial expense of placement in terms of the amount of time required by the job coach.

Employment Training Model - In this model several disabled persons receive group training for a specific job. Unlike many other training programs, this program is time-specific, meaning that workers complete it within a specified number of days or weeks. "When industrial criteria are met, the trainee is placed on a specific job within the industry and is retrained by a job coach..." (Hill, 1986, p. 11). The job coach then provides the same type of follow-up services as in the job coach model. One advantage of this program is that it provides for off-site training for a group of persons. This reduces some of the expenses of on-site training and permits several persons to be trained at once. Only basic training is provided off the job site and the worker is then retrained as needed.

This retraining on the job site often deals effectively with the generalization problem discussed in Chapter 1.

Supported Jobs Model - Perhaps the most direct way to offer supported employment is to place persons in regular community jobs and to provide needed support at the work site for the person to learn and perform the tasks. In this model, a non-profit community agency is funded on the same basis as an adult day care or work activity center. It has, however, no building and provides no prevocational training. All workers served by this agency work in regular community jobs, and its program staff are responsible for job development, job site training, and providing ongoing support to maintain the employment.

The employment opportunities forming the basis of this model usually come from service industries (e.g., restaurants, offices, and motels). Because of the interest in serving people with severe disabilities, program staff typically negotiate for positions of three to six hours per day. The expectation is that workers need not function at average productivity levels of nondisabled employees. Thus, positions are sought that do not have time constraints and do not require the workers to work at competitive speed.

The major advantage of this employment strategy is that it opens community employment to many workers denied employment because of low productivity. By acquiring the appropriate U.S. Department of Labor, Wage and Hour Division certification, the employer is able to pay below the minimum wage. Because wages are based on productivity, the employer is not penalized for low worker production.

Support for persons on these job sites begins with constant individual training that is later reduced to about one hour within a few months. Because fading the job coach is required if the program is to stay within typical adult service funding levels, some limits must be placed on the nature and severity of the disabilities served.

There are three reasons why this model makes its use difficult with severely disabled persons: (1) The jobs may create some training difficulties. Many entry level service jobs require almost daily changes in the tasks, and performance criteria; training may not be practical for all job situations or variations. (2) The work setting often imposes constraints on who can be served. Because the standards of acceptable behavior are established by the employer, workers with severe behavioral problems are difficult to place. (3) Although it has been demonstrated that practically anyone can learn and perform under constant supervision and training, no such data are available when only periodic monitoring is available. Usually funding levels do not provide for the close supervision needed (Mank, et al., 1986, pps. 140-141; Hill, 1985, pps. 11-12).

Enclave Model - The enclave model offers many of the benefits of integrated employment while providing the support of a group setting.

> A supported employment enclave provides a useful alternative for both competitive employment and traditional sheltered employment. It maintains many of the benefits of integrated employment while providing the continuous, ongoing support required by some individuals for long term job success (Mank et al., 1986, p. 143)

Within the enclave, payment for work performed is commensurate with pay to others within the host company doing the same type and amount of work. Although trainees work along side others doing the same work, their limited work abilities and behavioral problems often require that workers be located within the same area to enhance training and supervision. The workers are subject to the same conditions (e.g., working hours, lunch times, and performance evaluations) as others in the company. Although proponents of this model do not like to admit it, an enclave often becomes a small sheltered workshop within the employer's business.

This model enables the facility to offer several incentives to the host company: (1) guaranteed productivity on fixed cost basis, (2) effective training and supervision techniques, (3) detailed production information, (4) affirmative action assistance, (4) tax credits, and (5) possible reduction in employee turnover.

The enclave has two advantages over the supported jobs model that makes it possible to accommodate persons with more severe disabilities (Mank et al., 1986): (1) Because it is often possible within large corporations to select work that is relatively stable over time, it may be possible to train individuals who experience greater problems learning the more varied tasks found in the service industries. (2) The enclave can provide continuous supervision and, therefore, should be able to accommodate persons who experience additional learning and behavioral problems. This model does, however, have two problems. First, it depends on the ability of a supervisor to manage the training and behavioral needs of up to eight persons. Second, the host industry must be willing to tolerate some unusual behaviors.

Mobile Crew Model - Mobile crews are set up as a single purpose business rather than run as part of a large facility or agency. Although companies using this model are organized as for-profit organizations, rehabilitation facilities have also found this model very useful (Smith, 1983). Extra costs are incurred because employers produce at less than full productivity and require greater supervision than do workers without disabilities. These extra costs are covered by public funds (Mank et al., 1986). According to Bergeron et al. (1986), the basic elements of the mobile crew model include:

- workers in groups,
- supervision provided by staff through the rehabilitation center,
- employer payment to the rehabilitation center for work done and,
- rehabilitation center payment to the workers according to productivity and the level of skills developed (p. 159).

Typically, the crews consist of one supervisor and five employees; a general manager is responsible for several crews. In practice the mobile crew is a combination of service and business. Working from a van instead of a building, the crew and supervisor spends the work day performing service jobs in community settings. Although grounds keeping and janitorial work are the most common jobs performed, the crews also perform assembly, salvage, and packing jobs in industry that are similar to subcontract work done in sheltered workshop. The crew "supervisors are trained primarily in the industrial job, rather than in professional rehabilitation career tracks" (Bergeron et al., 1986, p. 159). One advantage of this model is that it can offer supportive employment in communities, such as rural and small town, having only small service needs. The number of crews can be increased or decreased to meet the needs of the community.

Although the mobile crew has the potential to provide workers with a wide variety of tasks while being fairly integrated into the community, low integration can occur when crews work either in isolation or when no one else is at the job site (e.g., a janitorial crew working after hours. Some disadvantages of this model occur when

> the constantly changing work tasks and public standards of acceptable behavior create some constraints. In addition, because funding for the crews approximates that available to other day care services, supervision resources are not unlimited. (Mank et al, 1986, p. 145).

Benchwork Model - This is a specialized model for providing employment in assembling electronic and other small components. Growing as an alternative to work activity programs, this model provides employment to persons considered too severely disabled for rehabilitation services. Operated as small, single-purpose companies, these organizations provide employment and other services to approximated 15 persons who are severely and profoundly mentally retarded. The model depends on intensive training and close supervision by highly trained supervisory staff; the staff-to-worker ratio is usually 1:5.

In practice, the industries share many features and constraints with traditional sheltered workshops. Because the work is performed in the program's own space, opportunities for social integration are reduced, and there is the constant need to secure adequate amounts of work. Some benchwork model industries attempt to solve the social integration problem by establishing the industry in a commercial district. The major advantage of this model is that it can provide paid employment to persons who otherwise would have only the "opportunities" offered by a work activity or day care center. Because the benchwork model often provides grouping of over eight disabled persons and often occurs in a segregated setting, specific benchwork programs may not meet the federal criteria for supported employment (Hill, 1986).

Entrepreneurial Model - This model takes advantage of local commercial opportunities to establish a business employing a small number of disabled persons as well as nondisabled persons. In effect, this model requires the establishment of a for-profit enterprise, operating under the same conditions as any other business. The only difference is that disabled persons are employed in large numbers. The business can be manufacturing or service. It can also be placed in any environment; small businesses may be especially suited for rural areas.

Conclusions

A review of these nine identified supported work models demonstrates that there are many ways of providing supported work; all have the purpose of integrating, to the degree possible, moderately and severely disabled persons into the competitive employment market. Because a person's place in society is largely determined by his/her job, supported work programs increase the chances for real social integration. Although not specially stated, it is assumed that the worker will be placed based on his/her maximum level of functioning. A careful reading of these models suggests that they can be divided into two groups according to the need for follow-up services. In the enclave, mobile crew, benchwork, and entrepreneurial models, as long as a person remains within these models, follow-up services are not needed. The reason is simply because in these models, the worker is always closely supervised; these models do not provide for movement toward independence. These models have been used by rehabilitation facilities for years before supported work emerged as a concept and a political force. It also should be noted that the literature cited above makes no mention of a worker being able to move from one program to another as he/she increases his/her vocational and social competencies.

The job coach, employment training and, to some degree, the supported work model all assume that the worker progresses toward a limited independence where only monitoring and occasional intervention is needed. Only those models where the planned fading by the job coach occurs will require the follow-up services described in this publication.

Transition Models

The preparation of disabled students for life beyond the educational system has become a major educational and rehabilitation concern over the last ten years. During the 1970's legislation was passed and implemented affecting the fields of special education (P.L. 94-142), vocational education (P.L. 94-142), vocational rehabilitation (P.L. 93-112), and career education (P.L. 95-207). The acts and their enabling regulations greatly increased the emphasis of preparing disabled children and youth for the adult world. With the exception of Vocational Rehabilitation, these public laws established entitlement programs, which means that all citizens in the United States have free access to these services. There are no eligibility requirements. As long as these youth remained in the public education system, the law was very clear (Eleventh IRI, 1984).

Transitional employment programs meet the critical need to move disabled youth from school to competitive employment. Several student needs pointed out by the Eleventh IRI (1984) attest to the need for these services:

> With 10 percent to 12 percent of the school age population disabled, this group represents only about 2.1 percent of the total vocational education enrollment, and about 70 percent are in segregated classes.
>
> Inequities exist in the quality and quantity of vocational education throughout the country particularly for young persons with disabilities.
>
> Youth with disabilities are among the highest unemployed groups in the United States. No one agency has the capability of solving this problem.Therefore, it is imperative that linkages be established.
>
> Job placement concerns are compounded by young age. Youth lack critical job seeking skills and they have limited or no work experience to carry over into an employment setting. They are dependent upon family income for housing and often lack transportation. Overprotective parents also tops the list of obstacles to integrating youth with disabilities into work...
>
> Surveys of students reveal their greatest need is for help in the transition from school to work (p. 2).

All persons leaving the public education system experience a transition process. Graduation from high school in our society commonly is seen as a rite of passage to adulthood. All graduating high school students must make a transition to adulthood; adulthood is almost always defined in terms of economic and social independence The most common transition patterns appear to be further vocational/technical or college education, employment, entering the military service, and/or marriage. There are already support services within the community (e.g., employers, Job Service, school guidance personnel, and military recruiters) to assist young persons to make these transitions.

Disabled youth also must make the transition from school to as much independence as possible. These young persons face two problems after they leave the public education system. First, if they need continuing habilitation/rehabilitation services, they must change agencies and funding sources. In many instances they move from an entitlement program to various "eligibility" programs. Eligibility programs are not required by law to provide services to everyone. Each program, such as vocational rehabilitation, establishes certain requirements for admission before services will be provided. The general eligibility criteria for vocational rehabilitation services are as follows:

- The individual must have a physical or mental impairment.
- The impairment must present a substantial barrier to employment.
- There must be a reasonable expectation that with the provision of services the person will benefit in terms of employability (Eleventh IRI, 1984, p. 46).

These criteria effect both ends of the severity of handicapped continuum. A number of special education students with very mild handicapping conditions may not be eligible for vocational rehabilitation services due to absence of a substantial barrier to employment. Other students with very profound disabilities may be ineligible for services due to non-feasibility of eventual employment. Many disabled youth and their parents, having grown accustomed to receiving entitlement services, now find themselves applying for services having specific eligibility requirements.

The second problem is that disabled youth need additional assistance to adjust to community life, especially if that life involves competitive employment. The community mechanisms for encouraging this transition may not be available. In many areas these services either do not exist or are not adequate. Many disabled persons simply slip through the cracks between various community services. As evidenced by the literature reviewed in this publication, much has been written over the last several years on transition. Although there are several different models, almost all authors stress that the major need is for the continuation of services following the end of public education. This movement from school to adult responsibilities is the heart of transition. In a widely quoted statement Will (1984) described transition as follows:

> The transition from school to working life is an outcome oriented process encompassing a broad array of services and experiences that lead to employment... The transition from school to work and adult life require sound preparation in the secondary school; adequate support at the point of school leaving; and secure opportunities and services, if needed, in adult situations.

Many authors (e.g., Wheeler, 1987; Eleventh IRI, 1984) view transition programs as the final outcome of a normalization process (i.e., "mainstreaming") that begins in grade school. Schools are seen as providing a continuum of services designed to meet the individual needs of special students. For example, prevocational evaluation can take place in a:

- residential school program,
- special school,
- special class,
- resource room, and
- regular class with minimal or no support.

Figure 1, taken from the Eleventh IRI (1984) publication, presents one version of this continuum of services. The Initial Career Establishment has five options, each more independent than the last: (1) day treatment, (2) work activities, (3) sheltered employment, (4) supported employment, and (5) competitive employment. Within the context of this model, transitional employment is the final outcome of a long educational process. Supported employment is only one of the desired outcomes. A student's movement through this service continuum is governed by four principles:

- Least restrictive environment,
- vocational development,
- system reinforcers and impediments, and

Figure 1

Vocational Development of Students with Disabilities

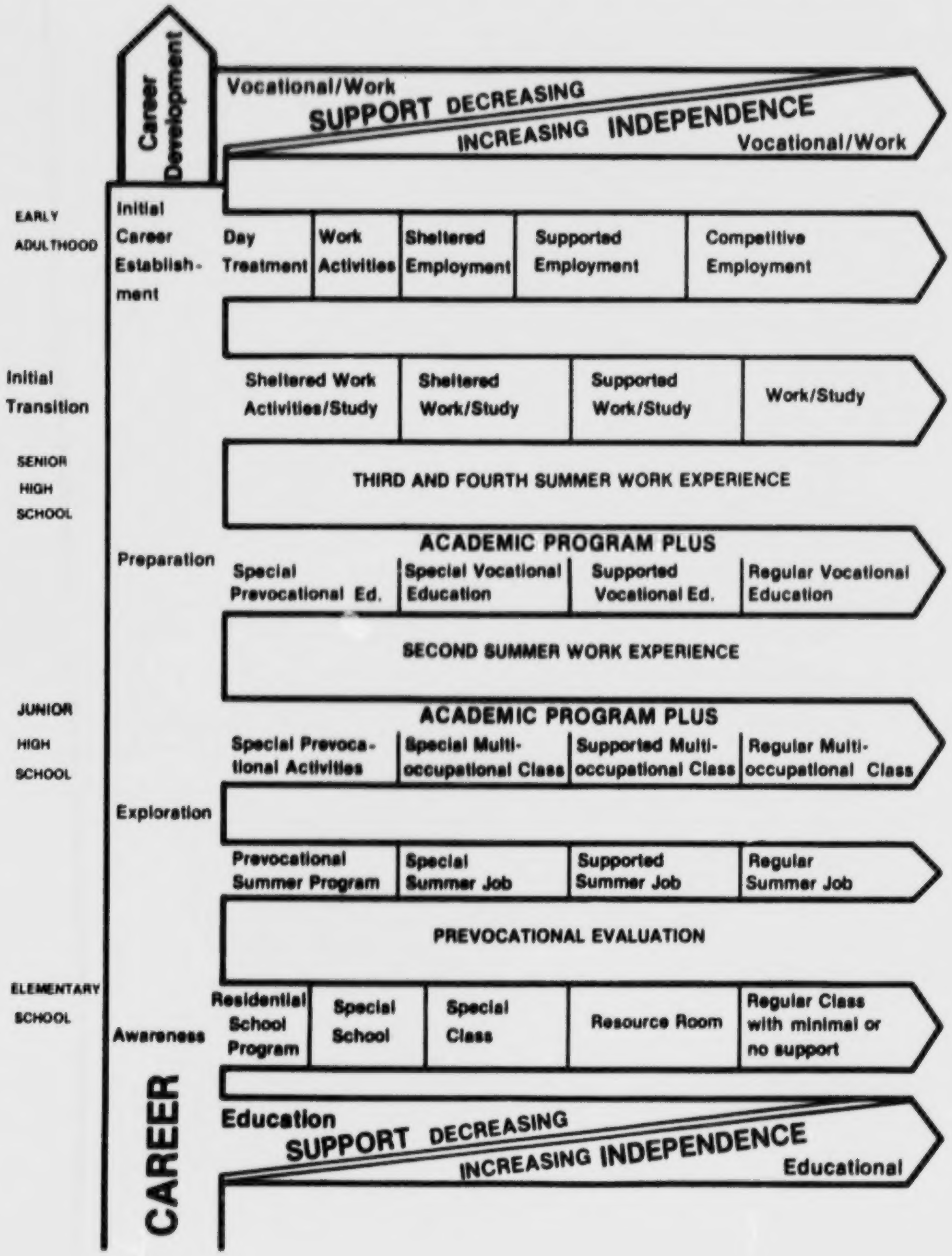

Career Development
Vocational/Work
SUPPORT DECREASING
INCREASING INDEPENDENCE
Vocational/Work
EARLY ADULTHOOD
Initial Career Establishment
Day Treatment
Work Activities
Sheltered Employment
Supported Employment
Competitive Employment
Initial Transition
Sheltered Work Activities/Study
Sheltered Work/Study
Supported Work/Study
Work/Study
SENIOR HIGH SCHOOL
THIRD AND FOURTH SUMMER WORK EXPERIENCE
Preparation
ACADEMIC PROGRAM PLUS
Special Prevocational Ed.
Special Vocational Education
Supported Vocational Ed.
Regular Vocational Education
SECOND SUMMER WORK EXPERIENCE
JUNIOR HIGH SCHOOL
ACADEMIC PROGRAM PLUS
Special Prevocational Activities
Special Multi-occupational Class
Supported Multi-occupational Class
Regular Multi-occupational Class
Exploration
Prevocational Summer Program
Special Summer Job
Supported Summer Job
Regular Summer Job
PREVOCATIONAL EVALUATION
ELEMENTARY SCHOOL
Awareness
Residential School Program
Special School
Special Class
Resource Room
Regular Class with minimal or no support
CAREER
Education
SUPPORT DECREASING
INCREASING INDEPENDENCE
Educational

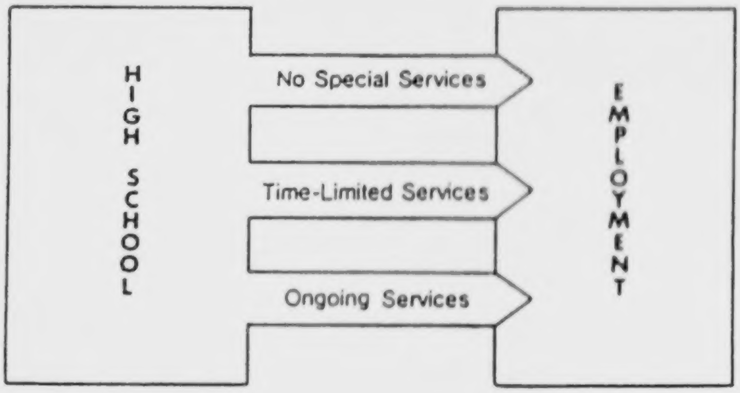
Figure 1: Vocational Development of Students with Disabilities from Eleventh Institute on Rehabilitation Issues (p. 28), Eleventh Institute on Rehabilitation Issues. Menomonie, WI: University of Wisconsin-Stout, Research and Training Center. Reprinted by permission.

- appropriate assessment as part of programmatic movement (Eleventh IRI, 1984, p. 27).

Although several transitional models are described in this publication, they appear to have three common features:

1. Transition as product and a process - Transition is both a product and a process. The product of transition programs should be successful community adjustment. The process of transitioning involves what types and levels of support are needed to assure individuals the most normalized lifestyle possible (Wheeler, 1987). Wehman (1984) has suggested that successfully transitioning individuals from school to adulthood is not a one- step process. Rather, transitioning is a three-step movement involving: (1) input and foundation, (2) process and (3) outcome. The input stage refers to the educational foundation that is laid for individuals during the time they spend in school, particularly during the high school years. The process is the planning and implementation of formal individualized transition plans, the utilization of consumer input and the development of interagency cooperation and coordination. The final outcome is vocational placement, community integration, and leisure-time opportunities.
2. Need for a team approach - Most transition programs emphasize cooperation between several service providers and agencies. The purpose of this is to share resources, ease communication problems, and provide more integrated services to workers. The linkage between school and vocational rehabilitation is especially critical. The Eleventh IRI (1984) emphasized building a transition team having three major disciplines: vocational education, vocational rehabilitation, and special education. Secondary vocational education is needed to provide basic training in a vocational area, such as business and office or agriculture. Often these programs require considerable modification to suit the needs of disabled students. Special education programs are mandated by state and federal laws. These programs provide basic academic skill training, independent living instruction, and often prevocational training. Vocational rehabilitation begins when the disabled student is considered eligible for services. Because vocational rehabilitation is not an entitlement program, not every disabled person will be accepted for services. In addition to these services, several other community members can be part of the team at various times in the transition process: parents/family, interagency collaborative boards, employers, medical personnel, social service representatives, Job Training Partnership Act (JTPA), Projects With Industry (PWI), recreational resources, and independent living resources.
3. Use of individualized planning - There is a need for an individualized transition plan, analogous to individualized rehabilitation plan, to guide a worker through vocational rehabilitation services. According the Wheeler (1987), the transition team develops this plan after input from parents, school personnel, rehabilitation professionals, etc. Ideally, each student should have an individualized transition team by the time the student is age 15 or 16. The purpose of this team is to develop and monitor the individual transition plan. According to Brown et al. (1980), this plan should have the following characteristics:

Figure 2
OSERS Transition Model



- Should be longitudinal.
- Must be designed and implemented to include a comprehensive program of domestic, vocational, recreational/leisure, and general community training.
- Must contain transition objectives, in which training activities, materials, and evaluation strategies are functionally related to unique subsequent life spaces.
- Requires the actual participation of both school and adult service personnel.
- Requires direct instruction in a wide variety of actual subsequent environments
- Should include the focused expertise of competent related service personnel.

Transition Models

Although each transition program contains each of the three common elements described above of a certain degree, there are actually several transition models. The most common ones will be briefly described.

OSERS Model - The Department of Education's Office of Special Education and Rehabilitation Services (OSERS) model was developed by Will (1984) and OSERS staff. As illustrated on Figure 2, this model is often presented graphically as two towers (representing school and employment) connected by three bridges (the three levels of services). Transition to adult life must be built on a solid secondary education foundation which includes performance criteria and prevocational training. The type of learning opportunities available to youth labeled moderately and severely disabled during school years has a significant impact both the transition process and the outcome. Specifically, three characteristics are needed in programs for youth who are disabled: (1) functional curriculum, (2) integrated service delivery system, and (3) a community-based instructional program (Bates et al., 1981)

Upon leaving high school, three separate types of public services need to be available to provide support:

1. Transition without the support of special services - Both disabled and non-disabled persons locate and obtain employment using their own resources and/or those commonly available to everyone (e.g., Employment Service).
2. Provision of temporary or time-limited services leading to employment - After graduation, some persons enter specialized time-limited services such as post-secondary vocational education, vocational rehabilitation, Job Training Partnership Act (JTPA), Comprehensive Educational Training Act (CETA), or other program.
3. Ongoing services - Many of these services are non-vocational in nature and emphasize providing long-term custodial care or preparing the person future vocational services. According to proponents of the OSERS model, this creates a service system that excludes disabled persons for employment and work orientated services. Traditional sheltered workshop services are one example.

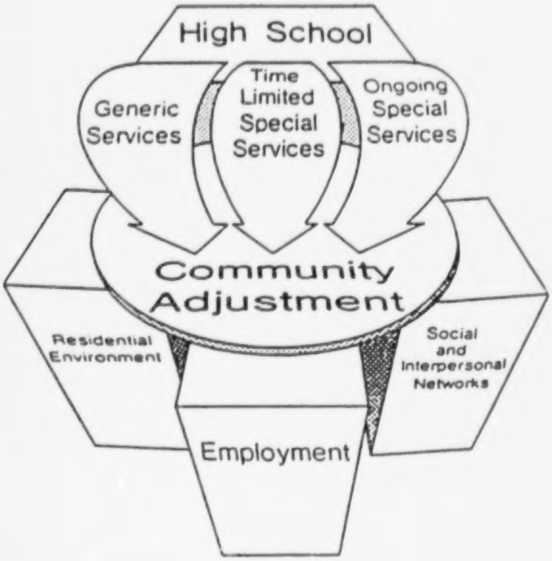
These three bridges connect with employment. The number of disabled persons finding employment depends in part on the number of available services, the persons' participation in these services, and their skill and motivation in finding work (D'Alonzo and Owens, 1985a; 1985b). In the OSERS model transition is defined only as it relates to a vocational outcome, other aspects of the young person's life are not considered (Wheeler, 1987).

The Halpern Model - Those objecting to the OSERS model that has "successful transition" on one side and "employment" on the other, do so based on some contrary evidence contained in some recent research. Halpern (1985) evaluated the transition of individuals with disabilities in four states and gathered information relative to the vocational, residential, and interpersonal adjustment of each person. Intercorrelations were almost nonexistent between employment status and variables representing the other two dimensions of community adjustment (i.e., residential and interpersonal adjustment). These results raised some interesting questions concerning the score of transition efforts. What are the results likely to be if transition efforts are aimed at only employment, as in the OSERS model?

Halpern's research demonstrates that success in one area (See the three pillars in Figure 3) does not guarantee success in the remaining two. Some persons have been successful in community employment after

Figure 3

Halpern Revised Transition Model



From "Transition: A Look at the Foundation" by A. S. Halpern, 1985, Exceptional Children, 51, p. 481. Copyright 1985 by Exceptional Children. Reprinted by permission.

completing school only to live isolated and lonely lives in a restrictive residential setting once their work day is completed. On the other hand, there may be persons living in a supported apartment leading a very normalized lifestyle at home and attend a sheltered workshop.

In Halpern's revised model, the bridges to adulthood are the same as the OSERS model. The difference is where the bridges are leading. Instead of leading to employment only, Halpern's bridges lead to community adjustment. The revised model suggests that living successfully in the community, and not only employment, should be the primary target of transitional services. Included in successful community adjustment are "...the quality of a person's residential environment and the adequacy of his or her social and interpersonal network" (Halpern, 1985, p. 480). The additional pillars (i.e., residential and social/interpersonal networks) are seen as being as important to successful community living as is employment. When one pillar is in danger of collapse, the other two may not be far behind. The residential environment that a young adult with disabilities transitions into can have the same degree of complexity as the vocational placement. The degree to which the residential environment is satisfactory may depend on such variables as the quality and safety of the neighborhood in which the home is located, the available opportunities to engage in normal, routine activities (e.g., grocery shopping, eating out, public transportation) and the availability of community recreation facilities.

The third pillar, the social and interpersonal network, is seen as perhaps the most important dimension of all because it includes: "...major dimensions of human relationships such as daily communication, self-esteem, family support, emotional maturity, friendship, and intimate relationships" (Halpern, 1985, p. 481). As will be fully discussed later, most of the follow-up services described in this publication place as much emphasis on non-vocational problems as they do on vocational problems.[5]

The Brown Model - Based on research done in Minnesota and a national survey on transition efforts, Brown

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[5] Most of this section on the Halpern Model was paraphrased from Wheeler (1987, pps. 8-9)

(1984) developed a model for transitioning mildly disabled youth into post-secondary education, especially in vocational education. Apparently, this model was developed in response to the finding that over 80% of the students in the project's field study sites were entering post-secondary vocational programs from sources other than secondary schools (e.g., military, unemployment). In order to assure a broader perspective, the transition model was developed to include all students in post-secondary vocational settings. In addition, the model focused on students in their current educational environment by identifying students needing services to make a transition into post-secondary programs.

Education systems are seen as having three major components: input, process, and output. The transitional model enhances the "process" part of the model by providing four additional steps: assessment, planning, implementation, and (program) evaluation. The process-oriented components interact with the following transition-enhancing activities:

* formal and informal assessment of how well students' and institutional needs and resources correspond,
* the planning of strategies to help students meet situational demands,
* the implementation of strategies to correct, compensate, or circumvent (the "three C's") the problem area where student and institutional needs do not correspond, and
* evaluation of the effectiveness of the strategies in the three "C's" to increase the level of correspondence between student and school.

The "three C's" are based on the work of Krantz (1981). A person is labeled as handicapped because of the interaction between the person's characteristics (i.e., disability) and the requirements of the environment. A problem arises when the person's characteristics and the requirements of the environment do not match. The educator's task is to develop strategies to minimize the discrepancy or enhance the match to some initial acceptable level. There are three ways of doing this:

* In correction strategies, the disability or constraint in the environment are eliminated or reduced (e.g., providing remedial reading).
* Circumvention strategies to find alternate programs that enable the student- environment interaction to occur at acceptable levels (e.g., counseling a physically handicapped student to consider computer-based occupations rather than more physically demanding jobs)
* Compensation enhances the strengths so that a match between the person and the environment is more acceptable (e.g., use of a prosthetic device).

The transition enhancing processes continue for the student until he/she completes the program, drops-out, or is dropped from the program.

In conclusion, the Brown model deals primarily with mildly handicapped students who have the abilities necessary to profit from post-secondary education. This model is largely based on Minnesota's excellent system of vocational technical schools and should work in other areas where vocational-technical training exists.

The Clark Model - This model was developed by Clark (1980) and is based on four components: (1) values, attitudes, and habits, (2) human relationships, (3) occupational information, and (4) acquisition of job and daily living skills. Although the emphasis on these components change as the student progresses through school, they are always present.

A student's values lead the person to assume attitudes reflecting those values. In turn, the person's attitudes are displayed as habits.

> Here instructional objectives for disabled persons whose behaviors and/or appearance frequently conflict with social values and mores should be to help the individuals clarify what is believed, why it is believed and why and how behavior is related to those beliefs (D'Alonzo and Owens, 1985a, 431).

Research indicates that social acceptance (i.e., human relationships) is related to a person's cognitive ability, body size, muscular strength, maturation, athletic abilities, and physical appearance. Disabled persons differing in these characteristics need specific instruction from the school to deal with those aspects of relationships affecting their acceptance or rejection. This area of education must instruct the handicapped person in how to deal with the unique problems of communicating and understandings others.

The occupational information component requires instruction of the disabled person in occupational roles, occupational vocabulary, alternatives, and basic information on the realities of work. Some of these work realities are: (1) value of work held by society, (2) work locations, (3) positive and negative reinforcers for working, (4) the time constraints of work, (5) social interactions while on the job, and (6) difficulties of securing work.

In addition, Clark (1980) notes both the importance of competence in daily living in one's career development and the relationship between daily living skills and job success. Living skills and job skills overlap in many instances, for example: reading, communicating, purchasing, and transportation. Therefore, training should include daily living skills as well as vocational training (D'Alonzo and Owens, 1985a, p. 431).

The Wehman Model - In this model disabled youth are moved through three stages of transition: school instruction, planning for transition, and gainful employment (Wehman et al., 1985a). The goal of the school system is the preparation of all students for independent living and employment. To accomplish this goal, the secondary education system must include:

- a functional curriculum in harmony with the community's current employment needs,
- integrated schools to encourage interpersonal skill development between disabled and nondisabled persons, and
- community based instruction in which students participate for progressively longer periods of time.

Each student in the transitional program is required to have a written, individualized plan defining short-term objectives and annual goals required by the student to function successfully in the work place, at home, and in the community. This written plan includes input from the student's parents, vocational training staff, prospective employers, etc. One major purpose of this plan is to avoid duplication of services.

A successful transition requires that various vocational alternatives be available within the community: specialized industrial training, enclaves, supported competitive employment, and independent competitive employment. The alternatives must be carefully assessed to: (1) develop curriculum objectives on which to focus, (2) determine the best approach for service delivery, and (3) prepare the student, parents, and service providers for a successful transition.

Project INTERFACE Model - This model was developed by D'Alonzo, Owens, and Hartwell (1985) at Arizona State University as a demonstration project serving mainly minority disabled youth. This program linked disabled youth who leave high school and who are not yet ready for competitive employment to community based training programs and services. Services were provided to students between 18 and 22 meeting the following criteria: (1) have participated in both special education and vocational education, or (2) have participated in vocational programs only, or (3) have not participated in either. The transition between school and community is based on a job bank and information clearinghouse. The project has three purposes:

1. To establish the linkage between the disabled population and community-based training programs and services that will significantly improve their opportunities for competitive employment.
2. To establish a partnership and network with community business, industrial, and governmental cooperators who can provide employment opportunities and training services for the disable population.
3. To provide for a wide dissemination and replication process of the model (D'Alonzo et al., 1985, p. 433).

Students enrolled in Project INTERFACE proceed through four major phases:

1. Intervention - This involves the intake process, establishing relationships with students, and understanding the student as a unique person.
2. Vocational Evaluation - This entails planning and coordinating, evaluation, providing the worker

with occupational guidance, counseling, work adjustment services, coordinating services, evaluating student progress, helping to make occupational choices, placement on a job and situational assessment.

3. Employment Training - This includes counseling, crisis intervention, job-seeking skills training, arranging for placement, skill training, and writing the Individualized Transition Education Plan. The program emphasizes teaching generalizable skills that are needed both for employment and independent living: (1) mathematics, (2) communications, (3) interpersonal relations, (4) reasoning, and (5) manipulative skills. These skill areas include problem solving, decision making, social skills of work, and technical skills. At the clearinghouse, workers are assessed and informed of the skills they have acquired and their level of proficiency. Workers are informed of needed skills.
4. Employment - Securing employment, offering individual counseling, working with the employer, crisis intervention, and follow-up services are considered in the employment phase. Situational assessment was the primary method of placing a person in competitive employment; this process focused on social behaviors and "work personality" and not on technical skills. Rehabilitation engineering techniques were also used when required.

This transitional model is interesting because it appears to combine both the place-train and train-place models. The student is first evaluated and then trained in general skills and behaviors; this is common the train-place model. However, as in the place-train model, the worker is placed on the job (i.e., employment phase) and then is given support and additional training under situational assessment.

Conclusions

The above six models are all designed to provide disabled youth with the services needed to move from school to work in particular and adult life in general. With the exception of the original OSERS model, they all consider transition to be more than merely finding the student a job. While most of the models emphasizes a wholistic view of the student, the Halpern model places the strongest emphasis on treating the worker as more than a placement. With the possible exception of the Wehman transition model, none of the models appear to place a strong emphasis on providing follow-up services. This is seen as a definite need for whatever model is adapted by the school or rehabilitation facility.

This chapter has defined and reviewed a variety of supported and transition models. Although these models all require a degree of cooperation between various parties having vested interest in the worker or student, they present a confusing set of assumptions, ideas and procedures. The final section in this chapter will look for commonalities and general principles that apply to several or all the supported work and transitional employment models presented above.

Best Practices for All Models

Regardless of what model is used, there appears to be some underlying assumptions as what represents best practices, both in terms of program requirements and treatment of workers or students:

1. The major underlying theme of all transition and supported work models is that the handicapped person must be able to function in as "normal" an environment as possible, given the restrictions of the disability. This is another way of stating that all persons should be treated with dignity.
2. The second assumption is that workers need to be part of the community. All of the above models train and place the worker in the community to the degree possible. The goal is not a blighted life in an institution or a work activity center; the goal is to work as independently as possible. Therefore, the underlying mission of all programs described in this book is to promote normalization.
3. The third theme is that most models deal with the person as a whole. Although the programs described in this book focus on vocational training, job placement, and follow-up services, it is understood that a person is more than a job. Contrary, to the old idea that people have a "work personality," a person has only one personality and this personality is present off the job as well as on the job. This belief in

treating the person as a whole results in dealing with many of the non-vocational aspects of a worker's life that impact on work time.

Successful programs, however, do not operate only on general assumptions; they need careful planning, feedback, interaction with the community, and qualified personnel. Several authors have attempted to identify common best practices of all successful programs.

In reviewing five categories of OSERS transitional employment programs, D'Alonzo and Owens (1985b), concluded that successful programs had the following 11 characteristics:

1. A cooperative interagency and individual (parent, guardian, etc.) referral network.
2. Interdisciplinary assessment, evaluation and planning relative to the skills required by the individual to successfully function within the community and on the job.
3. Evaluation of the currently available jobs within the community and assessment of the prerequisite skills necessary to obtain these jobs.
4. Linkages with government, private, and public service providers for the disabled.
5. Job skill (seeking and maintenance) coupled with community survival skills training. As an example, social skills training was identified as being extremely important with all five OSERS funded categories.
6. Linkages with potential business/industry employers.
7. Supervised on-the-job training.
8. Inclusion of not only disabled youth, but also parents, employers, and other significant personnel within the transition training process — leading to individuals identified as Transition Specialists.
9. Increased career education with the school systems.
10. Job placement, follow-up services, and evaluation of the transition process.
11. Cooperative agreements between employers, vocational rehabilitation agencies, and the school system.

> To help ensure that the numerous parties involved fully understand their roles and responsibilities within the transition process, the authors recommend the development of an Individual Transition Education Plan.In addition, skills training should extend beyond the basic skills required for job procurement and maintenance. Generalizable academic skills, social skills, communication skills, and reasoning skills training should be incorporated into the transition process if we expect the individual to function successfully in the community (D'Alonzo and Owens, 1985b, p. 20).

The second set of desirable program characteristics comes from Rusch and Mithaug (1985). These authors attempted to define the role and purpose of special education in a series of nine formally stated propositions. In deciding on commonalities needed for program development, these authors turned to the holistic views of Bronfenbrenner (1977) and his ecological perspective. Bronfenbrenner proposed four social contexts or systems that are present for most persons.[6] While the problems with the inability of learning disabled persons and mentally retarded persons to generalize from one learning environment to another are usually explained in behavioral terms, it may merely be that different behaviors are expected in different environments. This ecological concept of behavior led Rusch and Mithaug (1985) to the very practical conclusion that "programs must be based on an examination of the social contexts in which the student is a participant and of those in which he or she will be a participant" (p. 183)[7]. Although most of these nine propositions are not relevant to transition programs, the first three relate to the overall needs of these programs.

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[6]. These four systems are called microsystem, mesosystem, exosystem, and macrosystem.

[7]. This emphasis on the social context of behaviors has been emphasized by Rusch in many of his writings, especially in the concept of social validation.

> "Proposition 1: Competitive employment education identifies employment opportunities in the community and is, therefore, community referenced" (p.185). In other words, education and training must be based on the nature of local employment opportunities.
>
> "Proposition 2: Competitive employment education focuses upon validated, community referenced survival skills that include the social and vocational work behavior that constitute the role requirements of microsystems" (p. 185). Persons need to be taught to function within their community as independently as possible. Curricula should reflect community expectations of roles; mainly, the role of the worker.
>
> "Proposition 3: Competitive employment education considers the expectations of significant others, since these are the standards that define the range of competence in a role" (p. 186). This proposition is related to the social validation concepts discussed later in this book. For now, consider that the expectations of others play a large role in adjustment to work and motivation to perform at one's best. For example, the real test of retaining a job may not be quality and quantity of the work performed; it may be the supervisor's perception of how well the worker lives up to his/her expectations for the employee.

The final list of best practices was developed for transitional employment programs that deal with mildly retarded persons by Close et al. (1985). After emphasizing the problems with generalizing learning from the classroom to the work place, the authors make the point that "students must be taught how to utilize behavioral and cognitive skills competently in novel situations" (Close et al., 1985, p. 162). Based on this problem with generalization of learning and a literature review, the authors concluded that there were several desirable program characteristics: functional content, program related assessment, generalization of skills, independent performance, and normalized service settings.

1. Functional Content - To function in the community, persons must demonstrate a wide variety of skills ranging from basic self-care to complicated social and vocational skills. In functional content, skills are taught because of their direct relationship to real life behaviors. Unlike academic learning, functional content makes no assumptions that the student will be able to perform in one situation what he/she learned in another situation. For example, the use of a pocket calculator can be taught for grocery shopping even though the person cannot perform basic addition and subtraction.
2. Program Related Assessment - This is a basic foundation for planning and evaluating to individual's skills. Close et al. (1985) recommend keeping records on each person's strengths and weaknesses. These assessments are related to specific skills and not to confirming a diagnostic label. In other words, assessment is on a specific list of specific skills previously taught and not on general academic skills.
3. Generalization of Skills - The concern with academic skills continues in the next desirable program characteristic: generalization of skills. "Because the ability to generalize a learned skill from one setting to another does not occur naturally with mildly retarded persons but must be assiduously taught" (Close et al., 1985, p. 163). Independent living and employment require responding to novel situations, therefore, these skills must be taught within the specific situation.
4. Independent Performance - Adjustment in an unsupervised or minimally supervised living setting requires the regular performance of acquired skills when needed. The goal for independent performance is to have the student function with a minimum of supervision and/or assistance. The instructional program must be capable of training the student to respond in a variety of settings.
5. Normalized Setting - Teaching and training programs should use the same settings as those designed for nondisabled persons. "If students are to value and participate in these educational settings, the offerings must be free of the stigma associated with segregated facilities" (Close et al., 1985, p.163).

Chapter Conclusions

This chapter defined supported work and transitional employment, and examined numerous supported work and transitional employment models. The purpose of this chapter was to provide the reader with general background knowledge needed to understand the place of follow-up services within these various models. A second purpose was to be an introduction to the often confusing concepts of these two new program types.

The review of recent and current literature on supported work and transitional employment tends to emphasize the differences between programs. In moving beyond a superficial view of these program areas, there are several common features present in most models and their respective demonstration programs. These are as follows:

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1. Successful programs serve a wide variety of workers, from mildly handicapped to severely handicapped. The majority of workers in both types of programs are mentally retarded and/or learning disabled. The degree of retardation ranges from mild to severe. Most programs target persons with a moderate degree of mental retardation.
2. Successful programs are based on the belief that students and workers are unique persons and, therefore, all need individualized programming.
3. Although successful programs emphasize vocational training and competitive employment, most treat the person as a whole, i.e., they realize that a problem or strength in one area of life, such as independent living, can affect other aspects of the person's life.
4. Successful programs are intensely pragmatic. They are after tangible goals, such as teaching a person to use public transportation or teaching a specific social skill.
5. For successful programs the goal is an individual placement in competitive employment. If this goal is not obtainable because of the geographic location or nature and extent of the disability, programs attempt to approximate this goal as much as possible.
6. Successful programs reach beyond their own walls and agencies to involve other community agencies and, especially, employers. These successful programs form working agreements with a wide variety of human service agencies, advocacy groups, parents/guardians, and employers.
7. Successful programs use job analysis techniques to determine what the demands of the job are. These results are used to help select the appropriate worker for the job. In other words, successful programs carefully match workers and jobs.
8. Successful programs continue to assess the worker after he/she is placed on the job in order to determine problem areas and correct them.
9. Successful programs work with the employer, supervisor, and co-workers in order to establish interpersonal relationships between the worker and persons in the employing business.
10. Successful programs continue to act as an advocate after placement.
11. Successful programs provide long term follow-up services and realize that for some workers these services will be needed as long as the worker is employed.
12. Successful programs perform program evaluation and use the results to improve their programs.

The first two chapters have defined and described the place-train models and have presented an analysis of their differences and commonalities. The next chapter moves from this general discussion to assessment of the worker before and during placement and training processes.

Chapter 3
Assessment

Assessment

The chapter will focus on assessment conducted during supported work programs. One of the criticisms of the train-place model is that it provides vocational evaluation and assessment through the use of tests and work samples. Wehman (1981) and Schalock and Karan (1979) observed that traditional vocational assessment techniques were developed for less severely disabled persons and that these techniques were not adaptable for severely disabled individuals. When one moves beyond many of the commercial products, this criticism simply is not valid. Vocational evaluation has also been accused of not being able to provide an accurate picture of the client's vocational behaviors. Advocates of the supported work model tend to downplay "traditional" assessment prior to placement on the job. Most likely because of their educational orientation, transitional employment programs tend to include considerable amounts of student evaluation and assessment.

In supported work and, to some degree, in transitional employment the emphasis is on assessment during on-the-job training and follow-up. However, Wehman (1981) does concede that evaluation can be performed in public school work-study programs, "extended evaluation, in volunteer jobs or paid work in competitive employment settings, or in simulated work situations for short term evaluations" (p. 19). If one accepts that no evaluation is necessary prior to placement, then placement simply means putting a person on a job and then seeing if he/she learns the required tasks and related social skills. This is obviously wasteful of resources, inhumane to the worker, and unfair to the employer. A careful reading of descriptions of many supported programs reveals that they do spend a considerable amount of time assessing the worker prior to placement and that many prerequisite skills are needed.

There are several types of assessment performed: the client's prevocational and vocational skills, survival skills, independent living skills, assessment of parents/guardians, and assessment of the position per se (e.g., job or task analysis). This chapter will discuss what is needed for a complete assessment of the above mentioned areas. Based on a literature review and discussions with practitioners in supported work and transitional programs, it seems essential that evaluation of the worker's vocational and social skills and the parent's/guardian's degree of support be obtained prior to placement on the job. It is also critical that the results of these assessments be used to help the worker select the most appropriate job.

Assessment of the Worker

Assessment of the worker includes vocational assessment, social and vocational survival skills, and independent living skills. Each of these will be discussed in this section.

Vocational Assessment

Assessment in supported work tends to concentrate on the behaviors needed to perform the job. This philosophy is in harmony with the need for functional curriculum emphasized in transitional programs. Although somewhat dated, a list of six factors taken from Wehman (1981) covers the most important vocational behaviors needed: proficiency, rate, quality, perseveration level, repertoire, and endurance.

Proficiency - Work proficiency refers to the vocational skills required to perform the job correctly most of the time. These needed vocational skills can be determined by observing nondisabled workers performing these tasks and using task analysis procedures to record the required behaviors. This can be assessed by having the worker perform each specific task and then observing to determine if he/she can perform each element of that task. This requires that the evaluator or teacher know what job the worker wants to be placed in and, more important, what specific steps are needed to perform each task. This knowledge requires that a task analysis be performed prior to assessing the worker. Several task analyses can be performed on several jobs (e.g., dish washing, cashier, and grounds worker) and the most common tasks extracted and used for determining proficiency. Because of local variations and the need for detailed information, the Dictionary of Occupational Titles and other summary documents should not be used.

Determining proficiency is a two phase process consisting of initial assessment and instructional assessment. Phase I, the initial assessment, is conducted as follows:

> Step 1: Have available the materials necessary for the assessment of the skill domain being considered (e.g., landscaping).
>
> Step 2: Choose one skill for assessment and give a verbal cue (e.g., "Jack, sprinkle these plants").
>
> Step 3: Observe which steps in the task analysis (e.g., plant sprinkling) are completed correctly.
>
> Step 4: Record those steps that are completed correctly by placing a plus (+) next to them on a copy of the task analysis.
>
> Step 5: Tell the client he or she is done for today on the particular skill being assessed.
>
> Step 6: Repeat the process with the next skill in the skill domain under assessment (Wehman, 1981, p. 19).

The instructional assessment is Phase II. During this phase appropriate instruction together with feedback and positive reinforcement are the primary behavior techniques. The worker is allowed to independently complete the tasks that he/she already knows, as demonstrated by Phase I. Phase II provides empirical data on the person's learning rate of specific tasks and motor skills. It also describes how the worker learns. This information is very useful in matching the worker for a particular job and for training the worker after placement.

Work Rate - This is the speed with which the worker completes the job or task. In most occupations work rate is considered to be critical; this is evidenced by the fact that most production work formulas weigh production rate, or quality, as 90% and quantity as 10%. Unlike many other behaviors, work rate can be observed and measured objectively using one or more of the following methods: (1) percentage of off-task versus on-task behavior (Schneck et al., 1983); (2) the number of units completed; and (3) an evaluation by co-workers and/or supervisors of the worker's ability to get the job done in a reasonable period of time. According to Wehman (1981), the "critical feature in the assessment of work is determining what the acceptable standard is for the job(s) and/or industry in which the worker in placed" (p. 20).

Work Quality - Work quality refers to how well the job is completed. In assessing quality of tasks where tangible products result (as in assembly or packaging work), results should be compared to an objective standard. The job coach needs to know the number of permissible errors as well as the type of errors. If the worker rushes on several tasks, the job coach should determine if he/she consistently maintains quality. Although there should always be an attempt to develop objective standards, in tasks when quality is more subjective (e.g., cleaning a floor, customer services), the job coach or teacher will have to relay on more subjective standards (Botterbusch, 1984). Acceptable quality often differs from employer to employer. It is suggested that social validation methods be used as one way of determining what is acceptable quality (Schutz and Rusch, 1982).

Work Perseveration - The fourth factor is explained by Wehman (1981) as follows:

> Many severely disabled individuals who are moderately or severely retarded or severely sensory impaired exhibit the repetitive performance of nonfunctional (stereotypic) motor behaviors, known as 'perseveration' of behavior. When this happens on the job or in the context of job completion, it becomes a serious impediment to successful adjustment (p. 21).

Examples of this type of behavior are raking the same area of grass for half and hour and drying the same pot for ten minutes. Perseveration is a form of self-stimulation that erodes the work rate and interferes with quality of performance. In other words, by competing with more productive responses, perseveration reduces work rate. Determination of the presence and extent of these behaviors are largely dependent on behavior observation of a several day period.

Work Repertoire - Determination of work repertoire begins after the worker has been selected for a job in competitive industry. Work repertoire is simply the number of skills required by a specific job that the worker already knows and can perform. Here the job coach needs to determine the job required skills that the worker already knows. This knowledge can be used to more accurately plan training times and strategies. The work repertoire analysis should identify the following:

- Which skills are present
- To what degree of proficiency each skill is present.
- At what rate each skill is completed.
- What quality level is present.
- If any perservation is present. (Wehman, 1981, p. 22)

It is suggested that work repertoire be performed on the job site over the period of four or five days.

Endurance - Endurance is the ability to perform physically on the job for an eight hour day. The worker's physical condition should be matched against the actual physical demands of the job. A review of medical records should determine if any health problems, such as epilepsy, diabetes, or asthma could result in performance difficulties. "Endurance" is also called "stamina"; here the job coach is asked if indications of fatigue or physical discomfort occur during the observation period. In measuring stamina, the job coach should consider: "a. types of work performed, b. fluctuations in production during the work day, [and] c. day-to-day differences" (Botterbusch, 1984, p. 41).

Although not suggested by Wehman (1981), a wide range of work hardening activities could be used before the worker is placed on the job. Another solution is to have the worker begin the job a few hours per day and gradually increase the hours to full-time. Because the many physical demands of competitive employment may be difficult to accurately assess in the evaluation unit or school, work endurance is best measured either on the actual job site or in a very close simulation.

Social and Vocational Survival Skills

A successful job placement requires more than vocational skill and close to acceptable performance in the behaviors mentioned above. It requires that the worker have minimal social and vocational skills. However, a review of the work adjustment literature and many programs for teaching work related behaviors reveals a considerable confusion on what (1) skills are needed and (2) where should these skills be acquired.

One response to these questions comes from a survey by Rusch et al. (1982). In a survey of 120 employers in food service and janitorial/maid services in six Illinois cities, these authors attempted to determine what the absolute minimum social and vocational skills were. In others words, these are the skills that need to be learned before the worker is placed on any job in competitive employment.

Rusch et al. (1982) divided their results into social and vocational survival skills. The following social survival skills were required by 90% of the employers in the sample:

1. Follow one instruction provided at a time (100%)
2. Recite verbally upon request:
    a. Full name (100%)
    b. Home address (98%)
    c. Home telephone number (98%)
    d. Previous employer (91%)
3. Maintain proper grooming by:
    a. dressing appropriately for work (98%)
    b. cleaning self before coming to work (96%)
4. Maintain personal hygiene by:
    a. Keeping hair combed (100%)
    b. Shaving regularly (98%)

   c. Keeping self clean (96%)
   d. Using deodorant (96%)
   e. Keeping nails clean (93%)

5. Communication such basic needs as:
   a. Sickness (98%)
   b. Toileting necessities (94%)
   c. Pain (92%)
6. Speak clearly enough to be understood by anyone on the second transmission (97%)
7. Respond appropriately and immediately after 1 out of every 2 instructions (96%)
8. Remember to respond to an instruction that requires compliance after a specific time interval with 1 reminder (95%)
9. Respond appropriately to safety signals when given verbally (94%)
10. Initiate contact with supervisor when cannot do job (94%).
11. Initiate contact with co-worker when needing help on task (94%)
12. Work without displaying or engaging in major disruptive behaviors (e.g., arguments) more frequently that 1-2 times per month (94%).
13. Initiate and/or respond verbally in 3-5 word sentences (92%).
14. Work without initiating unnecessary contact with strangers more frequently than 3-5 times per day (92%).
15. Reach places of work by means of own arrangement (e.g., walking, taxi, personal car) (92%).
16. Follow instructions with words such as 'in' and 'on' (90%). (Rusch et al., 1982, p. 37)

The second part of the Rusch et al. (1982) study investigated the vocational skills needed before placement on the job. Over 90% of the food services and janitorial/maid service employers selected the following 12 vocational skills as being critical:

1. Complete repetitive tasks previously learned to proficiency with 0-25% average rate (100%).
2. Demonstrate basic addition skills (100%).
3. Move safely about work place by paying attention to where they are walking (98%).
4. Understand work routine by not displaying disruptive behaviors when routine task or schedule changes occur (98%).
5. Demonstrate understanding of rules (set down by supervisor) by not deviating from them more frequently that 3-5 times per month (98%).
6. Work at job continuously, remaining on task for 30-60 minute interval (95%).
7. Demonstrate basic arithmetic skills to subtract (93%).
8. Want to work for money (92%).
9. Write 3-5 word sentences (91%).
10. Learn new job tasks explained by watching co-workers/supervisor perform task (90%).
11. Continue working without disruptions when co-workers are observing (90%).
12. Correct work on task after second correction from supervisor (90%). (Rusch et al., 1982, p. 38)

Although not related to transitional employment or even disabled persons, a study by Rodhouse (1977) is also relevant to this discussion of basic vocational and social survival skills. The Rodhouse (1977) study is based on an earlier one by Buehler et al. (1967). These authors published a list of about 50 behaviors positively or negatively related to dismissal from employment. Lack of interpersonal skills and deviant behavior, not simply the lack of production skills, were the major reasons for getting fired. Technical skills and the ability to meet production demands were important, but after these were met, social factors became increasingly critical. Rodhouse (1977) updated Buehler et al. (1967) using a sample of 12 large employers and 15 rehabilitation facilities in southern Illinois. The results (see Table 3), listed in order of importance, confirmed the original study. Of the 50 behaviors listed on Table 3, only six items (numbers 7, 27, 33, 42, 43, and 49) are related in some way to the technical aspects of the job. Items #42 and #43 were the only ones mentioning quality and quantity.

The rest of the behaviors deal with work behaviors. The most important is the ability or motivation to work

1. Works 8 hours/day.
2. Is willing to work.
3. Will come to work if other than regular hours.
5. Arrives at work on time.

A second group of behaviors centered on the social relationships between supervisors, co-workers, and customers. Some of the highest rated items in this group were:

Table 3

Employer's Job-Related Behaviors List
Behavioral Items

P. 1. Works 8 hours/day.
P. 2. Is willing to work.
P. 3. Will come to work even if other than regular hours.
P. 4. Has a neat appearance.
P. 5. Arrives at work on time.
N. 6. Drinks intoxicating beverages or takes intoxicating drugs when at work.
P. 7. Completes task.
P. 8. Comes to work regularly.
P. 9. Is polite to customers and/or visitors.
N. 10. Lets personal problems interfere with work.
P. 11. Is honest.
N. 12. Steals company property.
P. 13. Is willing to take orders.
P. 14. Carries out orders.
P. 15. Listens to instructions.
P. 16. Gets along with co-workers.
P. 17. Gets along with supervisors.
P. 18. Follows company rules.
P. 19. Is able to learn.
N. 20. Is dependent on supervisor for most things.
P. 21. Is interested in company.
P. 22. Calls in when unable to attend.
P. 23. Starts self on assignments.
P. 24. Gossips about consumers.
P. 25. Smiles and/or acts cheerful.
N. 26. Talks excessively or is noisy in quiet zones.
P. 27. Conserves power and equipment.
P. 28. Arranges own transportation to and from work.
P. 29. Can work alone.
N. 30. Interferes with the work of others.
N. 31. Is convicted of serious misdemeanor or crime.
N. 32. Acts immoral.
N. 33. Destroys company property.
N. 34. Fights on the job.
N. 35. Horseplays on the job.
N. 36. Loiters on the job.
N. 37. Takes longer than authorized rest period.
N. 38. Intimidates or coerces fellow workers.
P. 39. Reports breakage of machinery.
P. 40. Keeps rest room and work area clean.
P. 41. Wears required uniform to work.
P. 42. Turns out quality work.
P. 43. Keeps the quantity of production acceptable.
P. 44. Reports accidents.
P. 45. Obtains permission to talk on telephone.
P. 46. Keeps all company projects confidential when need be.
P. 47. Obtains permission to bring visitors into work area.
N. 49. Operates machinery without being authorized.
P. 50. Gives an honest account of his personal skills, knowledge, and work experience.

P = positively related to work
N = negatively related to work

From "Work-Related Behaviors as perceived by employers and workshop personnel and existing rating scales" by L. W. Rodhouse, 1977, Vocational Evaluation and Work Adjustment Bulletin, 10(1), p. 11. Copyright 1977 by Vocational Evaluation and Work Adjustment Association. Reprinted by permission.

9. Is polite to customers and/or visitors.
11. Is honest.
13. Is willing to take orders.
14. Carries out orders.
15. Listens to instructions.
16. Gets along with co-workers.
17. Gets along with supervisors.

A third group centered on negative personal behaviors that would not be tolerated on the job, such as:

4. Has a neat appearance.
6. Drinks intoxicating beverages or takes intoxicating drugs when at work.
10. Lets personal problems interfere with work.
12. Steals company property.
32. Acts immoral

The Rodhouse (1977) list overlaps with the six areas given by Wehman (1981) and some of the behaviors identified by Rusch et al. (1982). The highest two items on Rodhouse's (1977) list (i.e., Works 8 hours per day and Is willing to work) correspond with Wehman's (1981) work endurance and Rusch et al.'s (1982) "Work at job continuously, remaining on task for 30-60 minute intervals." The ability to work a full-day appears to be one of the most basic, if not the most basic, vocational skill.

A second critical vocational skill is grooming and hygiene. The Rusch et al. (1982) social survival skills list contains several items on grooming and hygiene; Rodhouse's (1977) fourth item deals with a "neat appearance". Numerous items in the last two cited studies focus on communication skills between worker and supervisor and between worker and co-workers. Two-way verbal communication skills are needed to ask for help, to respond to questions, to accepts supervision, to greet customers, and to be congenial with co-workers and supervisors.

Some of the vocational skills selected by Rusch et al. (1982) overlap with the six general factors in identified by Wehman (1981). For example, Wehman's (1981) concept of work proficiency completely agrees with Rusch et al.'s (1982) most critical vocational skill: "Complete repetitive tasks previously learned to proficiency within 0-25 of average rate."

There appears to be a basic set of general vocational (e.g,. motivation to work and ability to work full-time) and social skills (e.g., getting along with supervisor and co-workers) that are needed on all jobs. Depending on the model, some of these skills can be taught to the worker either before or after placement on a job. Many of these skills are taught during on-the-job training by the job coach. In conclusion, while there is agreement as to what skills the worker needs to know, there is some disagreement as to when these skills should be taught - prior to placement or during the job-site training time. The critical point is that the worker needs to know these skills before support can be faded and follow-up services begin.

Independent Living Skills

It has been emphasized earlier in this publication that a worker must be considered as an entire person and cannot be divided up into work and non-work. As will be pointed out in description of programs section, follow-up services include dealing with the living side of normalization as well as the vocational side. It has also been established that once a worker moves to a less restrictive environment, there is a noticeable improvement in functioning (Close, 1977; Conroy et al., 1982). Because of this holistic view, assessments of the worker prior to placement and/or during placement should include an assessment of his/her independent living skills. This assessment can be used both as a start for future training in this area and for determining worker progress during training.

When assessing independent living skills, the first problem is to develop or devise some method for classifying the multitude of behaviors that make up independent living skills. These range from basic oral hygiene to budgeting. The rest of this section will briefly cover methods of classifying independent living skills, for the purpose of providing ideas of what should be considered during training and follow-up.

Wehman's Major Clusters of Skills - In his work on competitive employment for severely disabled persons, Wehman (1981) lists five major clusters of skills: transportation and mobility, communication, self-care and appearance, socialization, functional reading, and computation. Most likely because these are very global areas, Wehman (1981) cautions that these behaviors should only be observed as they relate to performing a job in a given work environment. In other words, independent living should be seen primarily in terms of supporting the worker on a particular job. In this publication, however, independent living skills will be considered as being both job related and as being an end in themselves. Although not the most desirable outcome, workers trained in independent living skills can use these skills regardless if they are employed or not. With this in mind each of Wehman's five clusters will be defined below.

Transportation - Reliable transportation is needed to move the worker to and from work, shopping, medical, and recreation opportunities. Within this transportation cluster, Wehman (1981) also considers getting around the place of employment. With regard to moving to and from work, he sees the following continuum as being basic:

- Consider whether a job is close enough for the worker to walk.
- Complete bus training if public transportation is available and if buses have been made accessible.
- Investigate whether the area has a bus or van that is used to help disabled citizens get around the community.
- Have a co-worker pick up the trainee and take him or her home.
- Have parents form a car pool.
- Have parents take the worker to work.

Communications - Communication assessment begins by asking two basic questions: (1) Is the worker able to express his/her needs in an acceptable manner? and (2) Is the worker able to understand what the employer and/or co-workers are saying or gesturing to him/her (Wehman, 1981)? If the worker is not able to perform in these two general areas, then communication skills training must begin here. More advanced skills, such as understanding multiple-step instructions and knowing the function of objects, must wait until these questions can be answered "yes". Also discussed are communication modes. Although verbal is always the preferred method of communication, gestural, signing, and unobtrusive picture communication are also acceptable.

Self-Care and Appearance - This includes the following four major areas: toileting independence, eating neatness, independence in selected dressing skills, and oral hygiene skills. This author's opinion is that toileting independence is almost absolutely essential for placement and maintenance on any job. The remaining three behavior domains are seen as being directly related to the type of job the worker is performing, contact with customers, and the frequency of meals eaten on the job. For example, obtaining and eating meals in a cafeteria require more skills than eating from a lunch box or brown bag. Poor eating habits while on the job can lead to avoidance of the worker by other workers during meals, often resulting in social isolation. A related problem is to ensure that these self-care skills will be performed daily. Wehman (1981) concludes with the following comment: "Self-care skills do not usually lead to job placements; their absence, unfortunately, may rapidly lead to a termination" (p. 25).

Socialization Skills - Once again, assessment should provide the answers to two basic questions:

1. Does the worker regularly engage in any 'antisocial or seriously maladaptive behaviors' that will interfere with his or her acceptance on the job or work performance.
2. Does the worker regularly engage in any prosocial or positive behaviors (e.g., smiling, frequent eye contact) that make nonhandicapped persons feel positive about his or her? (Wehman, 1981, p. 25)

As with self-care and appearance behaviors, negative socialization behaviors, such as fighting, can lead to rapid termination. However elaborate socialization skills are seen as not being needed for placement. Assessment of these skills can be performed by interviewing parents, discussions with professional workers who know the worker, direct observation, and employer contacts. Social isolation is another problem that should be considered; if the worker is withdrawn, one goal is to increase the behaviors such as: eye contact, smiling, appropriate greeting and hand waving response, verbal communication, and responses to friendly questions or interactions. These skills can be taught and assessed prior to placement and during the initial training period after placement.

Reading and Computation - Literacy skills must be related to the job in question. Thus, specific skills would vary with the job. For example, a stock person would need to know how to read stock numbers and relate them to a list of needed items. A restaurant employee would need to read the particular menu items that relate to his/her job as salad maker. Wehman (1981) makes the point that the time spent in teaching the alphabet and basic literacy skills could be better used to teach interpersonal, transportation, and vocational skills.

Close et al.'s List - The second generalized set of independent living skills was suggested by Close et al. (1985). Their classification was based on that of Halpern et al. (1982) who developed four major content dimensions: (1) foundations of achievement, (2) foundations of adjustment, (3) community adjustment skills, and (4) prevocational and vocational skills.[8] These four dimensions contain 15 clusters and 51 discrete behavior types. The four dimensions and their 15 clusters are as follows:

1. Foundations of Achievement - Basic developmental skills, Survival numerics, Survival reading, and Communication.
2. Foundations of Adjustment - Knowledge of self, Emotional and personal adjustment, and Social and interpersonal skills.
3. Community Adjustment Skills - Self-help skills, Consumer skills, Domestic skills, Health care, and Knowledge of community.
4. Prevocational and Vocational Skills - Job readiness, Vocational behavior, and Social behavior on the job. (Taken from Close et al., 1985, p. 165)

Three general approaches are used to assess behaviors:

- direct assessment of criterion behaviors in either a real or simulated setting,
- measurement of the knowledge of these behaviors, and
- evaluation of how persons who are mentally retarded learn new competencies.

Because Close et al. (1985) dealt with young adult population of mildly retarded persons, their program emphasizes the development of individualized transitional plans for each student and teaching many of the behaviors within an educational setting. These transition plans depend on feedback coming form "program-related assessment," that measure the "individual's strengths and weaknesses, which might then be incorporated into an individual program plan" (Close et al., 1985, p. 164). They also attempted to develop procedures to increase the chances of the behaviors being generalized to other settings. Finally, as with Wehman (1981), these authors tend to define independent living skills within the context of competitive employment. Their chief tool for determining the necessity of the behavior is social validation (Schultz and Rusch, 1982). It is suggested that many of these skills, especially in the Prevocational and Vocational dimension, be taught within the context of competitive employment.

An assessment of the worker's independent living knowledge and skills should be performed to the degree possible in "natural" environments, such as the worker's residence, stores, buses, and work. This not only reduces the problems with generalization, but it also makes the assessment more realistic for the worker.

In conclusion, within the context of transitional employment and supported work, worker assessment usually means determining if the worker/student can perform the specific tasks required by a specific job. In this context, assessment is far removed from measuring either general or specific aptitudes, interests, temperaments, etc. Assessment deals almost exclusively with knowing if the worker can perform a specific set of behaviors within a specific environment. Results of this assessment are then feedback into developing individualized worker training plans. Although this emphasis on behaviors is essential for specific job training and teaching most independent living skills, it does not provide the information on general and specific traits that is needed to help the worker decide if he/she has the ability and/or interest for a particular occupation.

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[8] Because the MDC Behavior Identification Form was developed from the same Halpern et al. (1982) study, this instrument is useful for assessing many of the prevocational and vocational behaviors discussed by Close et al. (1985).

Assessment of Parents

Many of the students/workers in transitional employment and supported work are teenagers, young adults, or older persons living at home. Therefore, program personnel must describe their programs to the parents or guardians of workers. These parents often need to be convinced that their children with disabilities are capable of performing real work in a competitive environment. For persons who have been through at least 12 years of education, frequently marked by constant failure and disappointment, the idea that a son or daughter should go to work often appears unrealistic and totally inconsistent with what they have learned. Because parents/guardians are commonly the most important persons in the worker's life, they should be involved in the placement process. In her book on transitional employment, Wheeler (1987) includes parents/guardians as members of the transition team. By making them part of the team, cooperation is increased.

Wehman (1981) directly addressed the issue by stating that the parents' attitudes about competitive employment must be determined. These attitudes are often considered the critical factors both with initial employment and, perhaps more important, with keeping a job over a long period of time. Educators and rehabilitation professionals look for support in the following areas:

1. Continue support by encouraging the person to work. This must be done over a long period of time.
2. Provide, arrange, or assist in providing transportation to and from the work site.
3. Keep informed of their son's or daughter's progress on the job, in an non- interfering manner. This can be done through the job coach, transition team, etc.
4. Provide the son or daughter with opportunities to use the money they earned, thereby allowing them to receive positive reinforcement for their work.
5. Provide a positive attitude toward work that will encourage the young person to maintain competitive employment.

In order to determine if parents/guardians will provide this critical support, their committment to the program should be assessed prior to placing the worker. Because of the importance of this support, parents should be assessed at the beginning of placement plans. If parents/guardians are not supportive, then it is suggested that placement attempts be halted. Some questions to ask during a parent's/guardian's assessment are as follows:

1. Has the son or daughter worked competitively before?
2. Was the job perceived as being positive? In what aspects?
3. Was the job perceived as being negative in terms of ridicule by other co-workers?
4. If the individual has not worked before, are any of the following problem in evidence:
   a. Work would seriously disrupt the routine of home life because of the odd-hours work schedule.
   b. Transportation would be very difficult because one parent is ill.
   c. Supplemental Security Income (SSI) payments would be halted, thus reducing income for the family.
5. Do the parents perceive their son or daughter as being sufficiently well trained or competent to do an 8-hour-a-day job?
6. Do they feel their son or daughter would be socially accepted enough for the job to be a reasonably pleasant experience?
7. Are parents willing to let their son or daughter take a risk or face a chance of failure? Will parents of children who have already failed all them to try again? (Wehman, 1981, p. 27).

Assessment of the Job

The first two sections in this chapter have assessed the worker and his/her parents. The final assessment is to determine the demands of the job and, equally important, the social and physical environment. Most commonly, job demands are provided either in the form of a job or task analysis. Before assessing the job, it is important to select a method that provides the information needed for placement and subsequent training on a specific job. Although the most commonly used job analysis method is the U.S. Department of Labor (1982), there are several reasons why this method should not be used for placing a particular person in a particular job. This first reason is that the DOL method does not provide task descriptions detailed enough to permit their use in training. Second, this method lacks analysis of the social and interpersonal aspects of the job and the type of supervision received. Third, architectural barriers and any job site modification are not included. Finally, the DOL method completely lacks information about the behavioral, communication, and attention requirements of the job. The other widely used job analysis system, the Position Analysis Questionnaire, can be criticized on many of the same grounds (McCormick, 1979).

Two types of information are needed before placing a specific person with disabilities on a specific job: (1) detailed task analyses to teach the job, and (2) descriptions of the personal, interpersonal, and work environment requirements. There is general agreement that the job analysis method should be precise enough to describe job tasks in sufficient detail to permit training. However, a review of the literature suggests that there is little agreement on what behavioral and environmental information should be included in the job analysis. In developing a local job analysis procedures, the reader should review the transitional employment and supported work literature to determine what factors are considered critical by several authors and combine then his/her own list. The interpersonal and social variables should be stated objectively; this will result in greater consistency between job analyses.

One recent job analysis format was developed by Fadely (1988) for use in her book on job coaching. The items on the form were developed to meet the needs of developmentally disabled, high school special education, students making a transition from school to work. The job coach performs a detailed job analysis before deciding if the student should be placed on a specific job. The results are matched against the student's behaviors and a decision made.

Table 4 presents an overview of the factors considered in Fadely's (1988) job analysis format. Figure 4 contains a job analysis form based on these factors. Each of these factors are briefly defined as follows:[9]

1. Personal Requirements:
    a. Personal Appearance - This very sensitive area include physical attributes, dress, grooming, and hygiene or cleanliness. The workers' personal appearances and employer comments about expectations should be noted.
    b. Behavior - This deals with "unusual" behavior, defined as any activity that is not suitable for the work site.
    c. Communication - Communication can be spoken, signed, or gestural exchanges. Speech articulation and language content affect the degree to which a speaker is understood.
    d. Attention - The ability to concentrate on the job with prompts from supervisor or co-worker.
    e. Changes in Task/Routine - Defined as a change from one work activity to another, many persons with disabilities have a difficult time adjusting to frequent changes.
    f. Interactions - The frequency and degree of social contact required for adequate functioning in a given position is an important element to be examined prior to placing workers. These social contacts or interactions can vary form job to job within a job site.
2. Time/Travel Factors
    a. Work Schedule - These are the days and hours during the worker/student are required to work.
    b. Transportation - The ability to get to and from work in a consistent and reliable manner. Fadely (1988) considers this to be very important.
    c. Time Telling - Involves various levels of awareness of the passage of time from the simplest

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[9] The following discussion is taken largely from Fadely (1988), pages 36 through 48.

Table 4

Factors for Inclusion on Job Analysis

Factors for Inclusion in Job Analyses		Rationale for Inclusion
• Personal Characteristics/Social Skills		• Many jobs require specific personal and interpersonal skills (e.g., jobs involved with "meeting the public," high degree of interaction among co-workers, variability of task). These factors are essential to task completion in many types of jobs.
appearance communication skills ability to interact	behavior attention acceptance of change	
• Time/Travel Concerns		• All jobs require workers to have a level of awareness of time and space. In certain positions, these are of marked importance (e.g., assembly line worker, courier, mailroom clerk).
orientation/mobility time discrimination	work schedule transportation	
• Work Tolerance		• Ability to sustain work over time is important for all jobs. Certain jobs require the added element of strength (e.g., dock worker, shipping clerk, building trades worker).
strength	endurance	
• Performance Skills		• Performance skills directly influence the rate and quality of work.
initiation of work discrimination	task sequencing work speed	
• Employer Factors		• Employer attitudes and requirements affect the viability of placements and should be addressed in job analysis
attitude toward disabled workers financial requirements		
• Environmental Factors		• This area includes both the physical setting and the emotional climate of the work environment. Since disabled persons may be particularly sensitive to physical and emotional pitfalls in the environment, these must be included in job analysis.
safety of work area temperature/light cleanliness/order	adaptations for disabled atmosphere availability of reinforcers	
• Task Analysis		• Increments of work refer to the actual task analysis or step-by-step breakdown of the job. This helps the job coach comprehend the nature of each increment of work and is essential in the development of a training plan for the client.
specific increments of work		

From Job Coaching in Supported Employment (p. 34) by D. C. Fadely, 1988. Menomonie, WI: University of Wisconsin-Stout, Materials Development Center. Reprinted by permission.

Figure 4

Job Analysis Form

Recorder ______________________ Date of Analysis ______________________
Company ______________________ Job Title ______________________
Supervisor's Name/Title ______________________ Telephone ______________________
Salary ____________ Work Schedule ____________ Hours/Week ____________
Employee Benefits ______________________

* Check *only one item per factor* except for *starred factors for which more than one item may be checked.* Numbers by selections represent scores for coding on the Client-to-Job Matching Form.
** Indicate by a check mark whether each factor is critical (C) or not critical (NC) to the job.

1. PERSONAL REQUIREMENTS

Personal Appearance

( ) C	0 ( ) Wide variety accepted	2 ( ) Neatness/cleanliness required
( ) NC	1 ( ) Only hygiene required	3 ( ) Grooming very important

Comments: ______________________

Behavior

( ) C	0 ( ) Wide variety accepted	2 ( ) Unusual behavior not acceptable
( ) NC	1 ( ) Unusual behavior accepted if infrequent	

Comments: ______________________

Communication

( ) C	0 ( ) None/minimal	2 ( ) Sentences/impaired speech accepted
( ) NC	1 ( ) Key words needed	3 ( ) Sentences/clear speech required

Comments: ______________________

Attention

( ) C	0 ( ) Frequent prompts available	2 ( ) Intermittent prompts/low supervision
( ) NC	1 ( ) Intermittent prompts/high high supervision	3 ( ) Infrequent prompts/low low supervision

Comments: ______________________

Changes in Task/Routine

( ) C	0 ( ) No changes	2 ( ) 4-6 changes/day
( ) NC	1 ( ) 2-3 changes/day	3 ( ) More than 7 changes/day

Comments: ______________________

Interactions

( ) C	0 ( ) Minimal	2 ( ) Social interactions infrequent
( ) NC	1 ( ) Polite response only	3 ( ) Frequent social

Comments: ______________________

2. TIME/TRAVEL FACTORS

Work Schedule

( ) C	0 ( ) Negotiable days/hours	1 ( ) Part-time M-F/days
( ) NC	2 ( ) Part-time nights/weekends	3 ( ) Full-time M-F days
	4 ( ) Fulltime/nights/weekends	

Comments:

* Transportation

( ) C	0 ( ) On bus route	2 ( ) Car pool/van available
( ) NC	1 ( ) Off bus route	3 ( ) Other

Comments:

Time Telling

( ) C	0 ( ) Time skills unimportant	2 ( ) Time telling to hour required
( ) NC	1 ( ) Must identify break times only	3 ( ) Time telling to minute required

Comments:

Orientation to Work Space

( ) C	0 ( ) Small work area	2 ( ) Entire Building
( ) NC	1 ( ) Several rooms	3 ( ) Building and grounds

Comments:

Mobility

( ) C	0 ( ) Sitting/standing in one area	2 ( ) Stairs/minor obstacles
( ) NC	1 ( ) Moderate mobility required	3 ( ) Rigorous ambulation required

Comments:

3. WORK TOLERANCE

Endurance

( ) C	0 ( ) Short day/many breaks	2 ( ) Full day/many breaks
( ) NC	1 ( ) Short day/few breaks	3 ( ) Full day/few breaks

Comments:

Strength

( ) C	0 ( ) Not important	2 ( ) Moderate strength needed
( ) NC	1 ( ) Little strength needed	3 ( ) Great strength needed

Comments:

4. PERFORMANCE SKILLS

Initiation of Work

( ) C	0 ( ) Staff will prompt to next task	2 ( ) Some prompts to next task
( ) NC	1 ( ) Some prompts to initiate work	3 ( ) Independent initiation required

Comments:

Task Sequencing

( ) C	0 ( ) Single task	2 ( ) 4-6 tasks in sequence
( ) NC	1 ( ) 2-3 tasks in sequence	3 ( ) 7 or more tasks in sequence

Comments:

Discrimination

( ) C	0 ( ) Discrimination not needed	2 ( ) Distinguishes between work supplies
( ) NC	1 ( ) Distinguishes between work supplies with cues	

Comments:

Work Speed

( ) C	0 ( ) Slow rate acceptable	2 ( ) Occasional fast pace required
( ) NC	1 ( ) Moderate, steady pace	3 ( ) Constantly fast pace required

Comments:

5. FUNCTIONAL ACADEMIC SKILL REQUIREMENTS

Reading

( ) C	0 ( ) None	2 ( ) Simple texts
( ) NC	1 ( ) Simple words/signs/symbols	3 ( ) Newspapers/magazines

Comments:

Math

( ) C	0 ( ) None 1 ( ) Simple counting	2 ( ) Addition/subtraction/whole numbers
( ) NC	3 ( ) Multiplication/division/whole numbers	
	4 ( ) Decimal/fraction/mixed # operations	

Comments:

Money Skills

( ) C	0 ( ) None 1 ( ) Coin/bill recognition	2 ( ) Coin/bill values
( ) NC	3 ( ) Money counting	4 ( ) Change making from $1
	5 ( ) Change making from $10	

Comments:

Writing

( ) C	0 ( ) None 1 ( ) Manuscript name	2 ( ) Cursive signature
( ) NC	3 ( ) Simple lists/notes	4 ( ) Phone messages
	5 ( ) Letters/compositions	

Comments:

6. EMPLOYER CONCERNS

Employer Attitude Toward Workers with Disabilities

*( ) C	0 ( ) Very positive	2 ( ) Indifferent
( ) NC	1 ( ) Somewhat positive	3 ( ) Negative

Comments:

Employer's Financial Requirements

*( ) C ( ) No financial incentives requested ( ) Minimum wage offered
( ) NC ( ) Tax credits/incentives requested ( ) Salary below minimum wage

Comments: ______________________________

7. ENVIRONMENTAL FACTORS

Safety of Work Area

( ) C ( ) Safe work area ( ) Some safety concerns
( ) NC ( ) Moderately safe area ( ) Many safety concerns

Comments: ______________________________

***Adaptations for Disabled**

( ) C ( ) Ramps/curb cuts ( ) Barrier free/bathroom modifications
( ) NC ( ) Accessible entrance ( ) Elevators

Comments: ______________________________

***Temperature/Light**

( ) C ( ) Very cold ( ) Very dark
( ) NC ( ) Moderate temperature ( ) Moderate light
( ) Very hot ( ) Very bright

Comments: ______________________________

***Atmosphere**

( ) C ( ) None ( ) Simple texts
( ) NC ( ) Simple words/signs/symbols ( ) Newspapers/magazines

Comments: ______________________________

Cleanliness/Orderliness

( ) C ( ) Very cold ( ) Very dark
( ) NC ( ) Moderate temperature ( ) Moderate light
( ) Very hot ( ) Very bright

Comments: ______________________________

Availability of Reinforcement

( ) C 0 ( ) Frequent positive reinforcement 2 ( ) Infrequent praise given
( ) NC 1 ( ) Intermittent praise given 3 ( ) Little praise/paycheck only

Comments: ______________________________

8. JOB ANALYSIS/SPECIFIC INCREMENTS OF WORK

(1) **Work Area** ______

Duties ______

Task Sequence ______

Expected Work Speed ______

Time in this area (in/out) ______

(2) **Work Area** ______

Duties ______

Task Sequence ______

Expected Work Speed ______

Time in this area (in/out) ______

Comments: ______

(3) **Work Area** ______

Duties ______

Task Sequence ______

Expected Work Speed ______

Time in this area (in/out) ______

(4) **Work Area** ______

Duties ______

Task Sequence ______

Expected Work Speed ______

Time in this area (in/out) ______

Comments: ______________________________

(5) Work Area ______	(6) Work Area ______
Duties ______	Duties ______
Task Sequence ______	Task Sequence ______
Expected Work Speed ______	Expected Work Speed ______
Time in this area (in/out) ______	Time in this area (in/out) ______

Comments: ______________________________

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acknowledgement of break and lunch times to the more advanced, abstract skills of determining time by the hour and minute.

- d. Orientation of Work Space - The ability of the worker/student to find his/her way around work areas of varying size and complexity.
- e. Mobility - The physical ability to move about the work space. This includes coping with architectural barriers.

3. Work Tolerance
   - a. Endurance - The ability to sustain or to tolerate the demands of work. It is important to be aware of the energy required to perform the job throughout the work day.
   - b. Strength - The measure of the amount of muscle power required to perform the job.
4. Performance Skills
   - a. Initiation of Work - Initiation of work defines the degree of independence required of a worker in starting a task and proceeding to the next task.
   - b. Task Sequencing - Task sequencing is the step-by-step order in which a task or job is accomplished. The number of increments or steps involved in the completion of a task is of importance when analyzing jobs.
   - c. Discrimination - The ability to make distinctions among physical items (e.g., identifying tools and supplies, determining clean from dirty, counting objects).

   d. Work Speed - The rate at which work is accomplished.

5. Functional Academic skill Requirements
   a. Reading - In the simplest terms, reading is defined as the decoding of written words and symbols.
   b. Math - Math includes number concepts, counting, and various forms of computation.
   c. Money Skills - This is a subset of math and ranges from the more concrete level of coin and bill recognition to change making, a relatively difficult skill.
   d. Writing - While reading involves the decoding of language, writing is the encoding of language. Writing can be performed at a very simple level, such as signing one's name or at the very sophisticated level of conveying complex concepts in highly technical language.
6. Employer Concerns
   a. Employer Attitude Toward Workers with Disabilities - This [very sensitive] area demands the job coach to make a judgement based on impressions of the employer's verbal and non-verbal communication when discussing workers with disabilities.
   b. Employer's Financial Requirements - This employer related factor encompasses both the employer's level of interest in financial incentives to employ a disabled worker and the salary the employer is willing to pay the worker.
7. Environmental Factors
   a. Safety of Work Area - A particular job may be inherently risky, but because excellent safety precautions are in place, it is rendered very safe. When assessing the safety of a work area it is important to make note of seemingly small items like puddles of water or oil on the floor, sharp edges on counters, power tools without safety guards, and stairs without handrails.
   b. Adaptations for Disabled - This includes architectural barrier removal and other modifications already made or that need to be made to accommodate persons with physical disabilities.
   c. Temperature/Light - These two factors refer to the physical climate (i.e., warmth or coolness) and lightness or darkness of the site area.
   d. Atmosphere - This refers to the social and emotional climate of the work place. Levels of openness, "hustle and bustle," and stress are presented on the job analysis form.
   e. Cleanliness/Orderliness - It is appropriate to note when dirt is appropriate or inappropriate to the work being performed before making judgment about a work site...the final determination is highly subjective.
   f. Availability of Reinforcers - Positive reinforcers are rewards for performing a job in a proper and outstanding manner. In the work place, praise and financial rewards, including the paycheck and vacation time, are used as reinforcers.

In summary, this chapter deals with three different types of assessment during supported work. First, the worker needs to be evaluated prior to placement to determine if he/she has a good chance of performing the job. This worker must also be assessed during training and the results of these ongoing assessments feedback into training. Second, parents/guardians must be assessed to determine if they will be able to provide long term support, or any support at all for the competitive employment of their son or daughter. Finally, the job per se must be assessed to determine its tasks, physical demands, and environmental conditions. If a worker is matched with a job, has the support of his/her parents, and is trained carefully and completely, then he/she should be able to succeed on that job. Unfortunately, too often these best staff efforts are not rewarded by continued employment. The next chapter will consider the reasons why persons fail in supported work programs.

Chapter 4

Why Follow-up Services Are Needed

The Need for Follow-up Services

This chapter presents the reasons why long term follow-up services are a vital component of supported employment programs. Changes in the client, job, work environment, etc. occurring after the initial training are one reason why follow-up services are a necessity. Training cannot cover all possible behavioral contingencies, and without reinforcement established patterns of behavior will either deteriorate or change over a period of time. These two principles are accepted by most writers in transitional employment and supported work. In contrast, the traditional approach to placement is to put a client on a job and if he/she was still employed after a specified amount of time, the case is closed. This approach implicitly assumes that: (1) there will be no changes in the client or the job and/or (2) the worker has the ability to make the behavioral changes needed to adjust to new situations. The very definition of supported work suggests that many severely disabled persons are not capable of making these changes without ongoing assistance. This ongoing assistance can take many forms and be performed by a variety of persons. However, the support is needed to maintain employment over a period of time.

Unfortunately, even with ongoing support, many workers in supported work programs loose their jobs for a variety of reasons. Every time this occurs a program's cost/effectiveness is diminished and the human cost to the worker is increased.

Two Follow-up Studies

The description of one early supported work program will be reviewed and the reasons why workers lost jobs, even with ongoing support is discussed.The accompanying discussion will provide information on what follow-up services are needed and what were some of the major problems encountered. The second study reports on the transition of young adults from high school to employment; this study provides information on the reality of the transitional process. Based on this review, some conclusions of what to be aware of during long-term follow-up services will be reached.

Project Employability

Beginning in 1978, Project Employability was developed and operated by the Research and Training Center at Virginia Commonwealth University in Richmond, Virginia (e.g, Wehman and Hill, 1985). Although the project worked primarily with severely disabled persons with mental retardation, other disabilities are included. The programs provided job training, placement, and follow-up services. Over the years, numerous follow-up studies have been performed on the original group of about 200 clients; most of the literature reviewed in this section deals with this sample.

In Paul Wehman's Competitive Employment, Kochany and Keller (1981) wrote a chapter titled "An Analysis and Evaluation of the Failures of Severely Disabled Individuals in Competitive Employment" in which they provide a non-statistical treatment of reasons for failure in Project Employability. The following factors were considered to be reasons for employment failures:

1. Attendance and Tardiness - "Although employers usually allow a number of yearly absences, absences exceeding 1 day a month become a problem in continuing employment" (Kochany and Keller, 1981,

p. 182). Their discussion emphasizes that handicapped workers often lack the skills needed to get to work on time, such as use of transportation and time concepts. Both attendance and tardiness were related to reliable transportation.

2. Parental Influence and Reluctance - Considered one of the major reasons for employment failure, parental reluctance often stems for anticipated loss of SSI. A lack of support in finding transportation and failure to have the young adult call work when sick are two additional reasons.
3. Supervisor Vacillation - "Supervisors have vacillated on job descriptions, their attitudes, evaluations of job performance, and the amount of administrative support they are willing to offer a disabled worker" (Kochany and Keller, 1981, p. 184). The consistency of the support and feedback provided to the disabled worker appeared to be especially critical.
4. Critical Nonvocational Skills - Skills in communicating name, other important personal information, and job related issues are required by all employees. Transportation, time, functional academics, and orientation skills are also critical.
5. Work Competency - This area includes the rate at which the tasks are learned, the speed and consistency with which they are performed, and the ability to change tasks without prompts. Work competency is seen as a combination of: (1) entry skills brought into training, (2) rate and accuracy of acquisition, (3) employer criteria, and (4) level of independence.
6. Maladaptive Behavior - "Most of the reasons for the failure of handicapped workers can be classified under the heading of 'maladaptive behaviors'...including complaining, screaming, property destruction, inappropriate social contact with co-workers, self-destructive behavior, stereotypic behaviors, and non-compliance with supervisors and co-workers" (Kochany and Keller, 1981, pps. 187-188).

Four years after the beginning of Project Employability, Wehman et al. (1982) published a three year follow-up on their original group of workers. Between September, 1978 and March, 1982, the project placed 63 workers in 75 different jobs. Because 42 of the 63 workers were still working, the project claimed a 67% retention rate. The 63 workers had the following characteristics: less than 30 years old, most IQ's in the 30 to 50 range, most had secondary disabilities of physical handicaps or behavioral problems, and all had independent self-care skills. Most of the workers had never worked prior to the project; most were placed in what were called "utility" positions. Contrary to the results reported by Kochany and Keller (1981), this follow- up study reported that absenteeism rates were not a major problem.

An analysis of the non-retained workers indicated that 11 resigned, 8 were fired, and 4 were laid off. Resignations were caused by families being overprotective and concerned about losing SSI and transportation problems, and the worker being unable to perform the job duties up to standard. "The terminations were generally characterized by a deliberate lack of cooperation on the part of the worker" (Wehman et al., 1982, p. 13). Not carrying out tasks, failure to notify employer when unable to report to work, and off-task behavior were the main reasons. Most of these problems arose after staff had began fading, often to less than one hour per week.

The next reported follow-up was published in 1985 (Wehman et al., 1985b). Between October, 1978 and December, 1984, Project Employability had placed 167 persons in a total of 252 positions; their mean length of employment was 8.1 months. Each worker received an average 195 hours of intervention. Unlike the two earlier discussions of this group, the authors specifically mention screening prior to placement:

> We selected workers for placement from an ongoing referral list on the basis of variables such as parental support, agency support, worker interest in having a job, presence of [a] job near worker's neighborhood, travel availability, etc. (Wehman et al., 1985b, p. 275)

This population was 34% female, with a mean age of 30, and a mean I.Q. of 50. Fifty-two percent of the population were moderately retarded, most of the workers had secondary disabilities of behavioral problems, sensory impairments, speech and language impairments, and physical impairments. Prior to placement, most workers were either in sheltered workshops or work activity centers. Workers were matched to jobs based on a detailed analysis of the work demands and environment. Other major components included: job site training and advocacy, on-going assessment, job retention, and follow-up. Most workers were placed in minimum wage jobs, such as custodial and restaurant entry level positions.

Using the same population, Hill et al. (1986) investigated the reasons why workers failed on jobs. They classified reasons for job failure in two ways: (1) four categories of job separation: resignation, firing, lay-offs, and leaves of absence, and (2) attribute the causes either to internal actions (i.e., behavior and deficits) or external environmental forces, such as recession or parental influence. This second classification was the more relevant. An analysis of 107 separations revealed that there were 21 specific reasons in seven categories (Table 5)

The greatest number of separations (26.1%) were for attitudinal problems. The authors divided the 107 workers into two groups based on mean IQ and found that persons fired for these reasons had the highest mean IQ. The second major cause was social-context and the third was employee skill deficit. One very interesting result was that persons with lower IQ's (mid 40's) were separated from their jobs based on external or environment forces. Persons with IQ's in the mid-50's lost jobs because of behavior, skill deficits, and actions traceable to the individual. In other words, lower functioning workers were more likely to loose jobs due to forces beyond their control, while higher functioning persons lost jobs due to their own behaviors. The authors showed their anti-workshop bias by attributing the failures of the higher functioning group to low expectations and poor training programs received in sheltered employment. The fact remained, however, that attitudinal problems and low- motivation are difficult to overcome, even within the supported work programs.

In summary, Project Employability over the years has placed, trained, and retained a large percentage of workers. Some of the reasons for this success have been long term follow-up, careful selection of workers for jobs, and intensive training. A critical analysis of the reason for failures leads to the conclusion that:

- worker attitudes toward work,

Table 5

Reasons for Job Separation

Cause of Separation	Percent
Internal Causes	
1. Employee skill deficits - low quality work too slow, need too much supervision	14.0
2. Employee attitudinal problems - chose to take non-medical leave, does not want to work, does not try, attendance/tardiness, theft	26.1
3. Employee interfering behavior - insubordinate/ aggressive, aberrant behavior	10.2
Total Internal:	50.3
External Causes	
1. Lay-off's - legitimate lay-off, seasonal lay-off can return	13.0
2. Parental interference	8.4
3. Social-contextual reactions - supervisor/co-workers uncomfortable with client, seasonal lay-off cannot return, appearance not appropriate setting	17.7
4. Other causes - family moved, medical leave financial aid interference, placed in better job, transportation problems	10.1
Total External:	49.2

Modified from "Differential Reasons for Job Separation of Previously Employed Persons with Mental Retardation" J. W. Hill et al., 1985, Mental Retardation, 24(6), p. 349. Adapted by permission.

- skill training problems, and
- maladaptive behaviors

were the major reasons for job loss. These behaviors are, at least in theory, within the control of the worker and the trainer. Supervisor expectations and attitudes were another reason for job failure. Therefore, supervisors' attitudes and expectations need to be discussed prior to placement, during worker training, and throughout follow-up. In conclusion, the person responsible for the follow-up must be constantly aware of the worker and employer attitudes, worker behavior, and be ready to intervene if required. Because these problems are of long duration, it is suggested that active follow-up be maintained for at least a year.

The Vermont Study

This study was a state wide follow-up of 462 special education students in nine Vermont school districts who left high school between 1979 and 1983 (Hasazi et al., 1985). The purpose of this study was to provide information on the employment of these young adults after high school. It must be emphasized from the beginning that most of these young adults made the transition from school to work without additional services. Most had never contacted the vocational rehabilitation agency or mental health centers, and less than 30% had even contacted the Job Service. Out of a total of 301 students, 166 (60%) were employed at least part-time in competitive employment. Of the 166 employed persons, most had either found the job on their own (50%), with the help of parents/relatives (20%), and with the help of a friend (10%). Thus, only 30% received assistance from public agencies. The two major predictors of job success were having a part-time job while in school and graduating from high school. This finding is very disturbing when compared to the assumption that this population requires significant assistance to obtain and keep employment.

The question becomes, why are these results so different from the findings reported by Wehman and associates for Project Employability and for other model programs? One answer may be in the abilities of the two populations. Unfortunately, the Vermont study made no attempt to include the range of IQs as a variable. Students were classified according to whether they were enrolled in the "resource room" or a "special class". This lack of control and classification is the major flaw of the study (Edgar, 1985). The implication is that most of the students in the Vermont study were either borderline mentally retarded or mildly learning disabled. Because of their limited handicaps, many students in this group were able to make the transition from school to work without assistance from formal programs. If this implication is true, transitional employment and supported work programs should concentrate their services on persons with moderate and severe mental retardation and other persons with severe disabilities. Intensive services will make a major difference to these groups.

Possible Conclusions for the Literature

This section will discuss some reasons why many persons with disabilities are not employed or if they are employed, may need to continue to receive help from a supported work program.

Disincentives

There are many disincentives to workers in supported work and transitional employment programs. Disincentives are reasons either for not wanting to work at all or for leaving a job during or after placement. Disincentives need to be identified and addressed prior to placement, during training, and when providing follow-up services. The job coach should be able to deal directly with these and have the skill to determine the difference between a real problem and an excuse. Two of the most common disincentives are briefly discussed below.

Loss of Social Security - The major disincentive to competitive employment for the worker/student and his/her family is the threatened loss of Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI). Many individuals and families are dependent on these assistance programs as a source of reliable income. In order to receive this income, a person must be considered to be disabled according to the terms of the Social Security Act of 1935, as amended. Unlike other conceptions of disability, the Social Security Administration does not assign a percentage of disability, as is commonly used in workers' compensation and personal injury. SSA defines disability as a complete dichotomy - either the individual is considered totally disabled or not. Under the Social Security Act, disability is defined as follows:

> ...inability to do any substantial gainful activity by reason of a medically determinable physical or mental impairment which can be expected to result in death or which has lasted or can be expected to last for a continuous period of not less than 12 months. (Social Security Administration, 1982)

The original intent of the Social Security Disability Insurance was to provide a worker with a cash income if he/she were unemployable in the competitive labor market. A disabled person cannot continue to receive benefits if he/she earns over a specified amount of money; at present, anything over $300.00 per month is considered to be "significant gainful activity." The main point of conflict is that $300.00 per month is less than what a person earns at a minimum wage job in one month. Unless the worker is involved in a trial work period, he/she will loose benefits if he/she exceeds this amount. In addition, SSDI is not taxable income and often the person receives medicare benefits. Thus, if a person chooses to work for minimum wage, he/she may loose these benefits (Medicare benefits are still available after the loss of SSI under Sections 1619 A and B). Although SSA has taken some steps to remedy this situation, fear of loss of benefits is one of the major reasons why some severely disabled persons are not attracted to the competitive labor market. In discussing this issue, Conley (1985) stated the following:

> Once basic necessities are provided for, it is generally accepted that the lower the reward for working, the less is the incentive to work. Current public programs that ensure that disabled individuals receive the basic necessities of life are structured so as to cause dramatic work disincentives in that they sometimes drastically reduce the improvement in the well-being that disabled persons can achieve by working (p. 200).

As emphasized by Wehman, his associates, and others, one of the major disincentives to employment for parents is the threatened loss of this income. Although this issue should be dealt with during the parent assessment (Chapter 3), the problem may return during follow-up services, hidden behind a lack of parental support in providing transportation, helping to prevent absenteeism, encouraging good work habits, etc.

Employer Attitudes - The second major disincentive to supported work and transitional employment comes from employers. During job development most employers are sold on hiring a person with disabilities based on this person's ability to perform adequately over a long period of time. Although the business person may be motivated by religious and humanitarian values, these should not be used to place a person. The employer's question simply becomes "What advantage is it to me to hire this person?"

A major consideration in a employer's decision to hire or retain any employee is whether the worker helps produce a profit for the enterprise. Thus, an employee must maintain a certain level of quality and quantity work without requiring excessive supervision, training, or other considerations. Rehabilitation practitioners should keep this in mind in the placement of a worker who is disabled. Unfortunately, the experience of employers hiring mentally retarded persons placed by rehabilitation and social agencies has not always been positive. Mellberg (1984) reported that three out of five employers with some experience with handicapped employees said that in the future they would not be willing to hire mentally retarded persons. The reasons for this attitude form significant disincentives from the employer's perspective:

1. Poor previous experience (poor productivity appeared to be a major reason)
2. Lack of information and understanding of the nature of mental retardation.
3. Dissatisfaction with the quality of support service that has been offered by public agencies.
4. Fear of firing an individual who is mentally retarded.
5. Embarrassment because of customers not approving of the appearance and behavior of employees who are mentally retarded. (Twelfth IRI, 1985, p. 69)

Most successful supported work programs are designed to overcome these problems. While the job developer is at a definite disadvantage when attempting to overcome a previous bad experience, close contact between staff and employer can eliminate most of these disincentives. Information on the general needs and functioning of mentally retarded persons can be provided prior to placement and continued as the need arises. The third disincentive is best handled by offering quality support. Several authors (e.g., Fadely, 1988; Woods, n.d.) have stressed the importance of having all employer contacts made by the same staff person. The fear of firing a disabled person must be eliminated by having the employer realize that he/she can fire a disabled person the same as any other person. The employer must never be given the impression that his/her business is being used for a social experiment. The final disincentive, embarrassment, must be dealt with on an individual basis; if this is a serious problem, a placement away from the public eye is suggested. In conclusion, although these disincentives definitely exist, they can be overcome by program staff applying their skills in a sensitive manner.

Generalization

One of the major characteristics of persons with mental retardation and some learning disabilities is the inability to generalize from one situation to another. Generalization means using the experience and knowledge gained in one situation and applying it in another. I teach my step-son to carry an ax with the blade held down at his side and away from his leg. I hope that this knowledge will generalize to other sharp objects, such as hatchets, chisels, and knives. If it is not generalized, then I must teach him how to hold and carry each sharp tool separately. This ability to transfer and apply knowledge to new situations is critical.

Much of formal education is totally dependent on the assumption that students can apply what they learned in school. For example, third grade students learn multiplication tables. They are expected to use these tables to solve a variety of problems. In other words, things learned in school are not left there at the end of the day. Almost by definition, this inability to generalize is what makes mentally retarded persons mentally retarded. Although this lack of generalization can be explained either in ecological terms (Rusch and Mithaug, 1985) or behaviorist terms (Horner and McDonald, 1982), the practical problems remain the same: how to teach the person to respond correctly and consistently in a competitive employment situation.

Because of its emphasis on placement prior to training and teaching specific responses within the work environment, supported work and transitional employment programs often effectively cope with the generalization problem. From the literature review, it appears that the most critical aspect of all place-train models is the quality of the initial training. This training must be performed on the job and must provide the worker ample opportunities to obtain positive reinforcement. Although this reinforcement can be "artificial" during the beginning, naturally occurring reinforcers (e.g., supervisor praise, pay check, lunch breaks, and vacations) must be used to reward the learning and maintenance of work and social skills (Rusch et al., 1980; Wehman et al., 1981).

Changes

Because generalization is the ability to change behaviors either to gradations of existing stimuli or to new stimuli, almost any change in the work related environment may require follow-up services. One of the major functions of supported work is to monitor the worker and significant others so that the professional is aware of these changes and can respond accordingly. In practical application this means that follow- up should monitor the following:

Changes in the Work Place and Tasks - The installation of new equipment or changes in existing equipment are the most obvious changes. New equipment results in changes in tasks. Although the need for retraining will depend on the magnitude of the change and the worker, it is expected that major changes will result in a need for additional training. If extensive job changes have occurred, follow-up services may have to include a revised task analysis that serves as a basis for additional training.

A related consideration is changes in the sequencing of tasks during the work period. For example, a dish washer may be required to empty several kitchen garbage cans after he/she mops the floor. During training the empty-the-can sequence may have used the completion of the floor mopping task as a discriminatory stimulus for beginning the can emptying task. If the sequence is then reversed a new discriminatory stimulus may need to be found.

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[10] One of the major selling points used by a job development person is that hiring a disabled person will reduce turnover and, subsequently, training costs.

Changes in Co-workers and Supervisors - Most of the jobs in which supported work and transitional employment workers are placed are entry level jobs with high turnover rates. A review of the literature suggests that jobs such as dishwasher, janitor, cafeteria line worker, hotel/motel maid, and busperson are some of the most common placements. High turnover rates are one reason why workers are placed on these jobs.[10] Although the literature does not mention this, it is the author's personal experience that first line supervisory positions for these jobs also have high turnover. The worker, therefore, is often in a situation in which the co-workers and supervisors frequently come and go. This change in the work group often has negative effects on the worker, especially, if the common practice of training supervisors and/or co-workers to provide guidance, feedback, and reinforcement is followed. The person responsible for follow-up services must keep aware of these changes so that he/she can intervene as needed. Sometimes this intervention will be informational, explaining to the supervisors and/or co-workers the nature of the worker's disability and special needs. At other times, he/she may have advise the worker/student on how the deal with the changed social environment.

Changes in Job Related Factors - Because a person cannot be neatly divided into work and non-work, non-job changes can effect job performance. For example, Wehman et al. (1982) make reference to changes in parental attitudes. After the novelty of competitive employment wears off and when the necessity of providing transportation becomes a burden, some parents will withdraw support. As mentioned above, the loss of SSDI and other benefits will also cause loss of support. In addition to parental issues, loss of transportation and changes in living arrangements can result in changes in job performance. Major changes in the worker's nonworking life should be monitored and these changes should trigger increased monitoring of the work place.

Changes in the Worker - The literature reviewed clearly pointed out that most employees lose job because of attitudinal and/or behavioral problems. Although low production is a reason for loosing a job, a worker can be productive and still get fired for other behaviors. Changes in the person's attitudes and behaviors are, however, difficult to monitor. Behavior changes and mood shifts are also affected by medication changes. Finally, changes caused by maturation will occur. As with anyone else, persons with disabilities change over time. In providing follow-up, staff should look carefully for signs of attitude changes or subtle changes in behaviors. Some of these changes may result from changes in job duties, co-workers and supervisors, and non-job conditions. Look for changes in productivity, appearance, increases in being absent and tardy, deterioration in work and personal habits. Often changes in the worker can be monitored by information received from the parents/guardians (Moon et al., 1985).

The second major cause for worker change is loss of previously learned behavior. This commonly occurs when the person does not regularly use previously learned skills. These skills will then require retraining (Rusch and Mithaug, 1980).

Conclusion

The chapter has discussed what behaviors need to be carefully watched for during follow-up as well as some of the reasons for follow-up. From a learning theory point-of-view the inability to make generalizations appears to be one of the basic reasons why workers fail and, thus, why follow-up services are needed. Follow- up may be needed whenever there is a significant change from the conditions under which the person was trained. In general, any significant change in the person's work and/or living environment may be a sign that the person will need additional assistance.

Chapter 5
How It Works

How It Works

The first four chapters have provided a general review of the literature on transitional employment and supported work. Although follow-up problems and procedures have been emphasized, these chapters have defined many of the general problems and concerns in these two program areas. The purposes of these chapters were to offer the person new to the place-train model a general introduction to these program types and to provide a conceptual framework for a discussion of follow-up services. This chapter will offer specific methods and procedures that can be used to increase the effectiveness of follow-up services, regardless of the program type or source of funding. Although these are presented as a series of isolated methods, the reader must remain aware that these procedures are provided as part of a overall follow-up process. The conceptual framework given in the first four chapters provides this background.

Fading the Job Coach

Follow-up services are based on the assumption that the worker will learn the job tasks and acceptable work and social behaviors so that the constant presence of a job coach is not required. As the worker becomes more proficient, the trainer is expected to gradually remove him/herself from direct intervention. Commonly the supervisor or co-workers increase their direct contact with the new worker as the trainer fades from the picture. The critical problem, then becomes, how does the trainer know when to start fading? Although this has been discussed to some degree in the supported work literature, there are no specific rules; each trainer must make this decision based on several factors. Learning the specific job tasks is only one consideration.

Wehman (1981) lists five problems characteristic of all on-site training:

- "financial expendure,
- staff reluctance to withdrawal,
- client/parent dependency,
- real supervisor dependency on staff,
- and rate of fading" (p. 97).

Job site training is a very labor intensive. For the first several days or even weeks on the job, a trainer may have to work full-time with the worker. Although the cost per trained worker can become very high (Hill, 1986), the best way to increase the odds of the client keeping on the job is to provide extensive training early in the process (Hespell, 1988). However, cost considerations suggest the opposite; by reducing the amount of time a job coach or trainer spends with one client/student costs are lowered. Consequently, funding limits and other cost considerations may force program management and direct service staff to withdraw support before the worker is fully trained and adjusted to the job.

The second, third, and fourth problems (i.e., staff reluctance, client/parent dependency, and supervisor dependency on staff) deal with the human bonds formed in the helping situation. During training a close bond often forms between the client/student and the trainer. The trainer can begin to feel that fading will create problems for the worker. This can result in client over dependence on the trainer. The worker-trainer relationship must be eventually transferred to a worker-supervisor relationship. Parents/guardians also can become dependent upon the amount of attention paid to their child by the job coach. The third problem is the dependency of the real supervisor on the job coach or trainer. By giving directions only to the job coach, the supervisor may not make an effort to work directly with the worker. Thus, when fading begins the supervisor does not know the new worker and how to supervise him/her. Both worker and supervisor can become unknowingly dependent on the job coach to the degree that his/her fading may cost the worker his/her job.

The final problem is the rate of fading. The literature points out that there is no one single time period, such as two or three weeks. The situation depends on the client/student learning both the job tasks and social behaviors. "The use of on-off task performance, amount and type of prompts, and supervisor's evaluation will quickly provide feedback to the trainer concerning the rate at which fading can occur" (Wehman, 1981, p. 99). The rate of fading must be determined for each new employee and is often a compromise between having the worker's new behaviors firmly established and creating parent and supervisor dependencies. The following sections provide some solutions for establishing the rate of fading; most of these are based on the operant training practices of generalization and response maintenance.

The Wehman Method - During the beginning of training, communication between supervisor and worker is filtered through the job coach. As the new worker learns the job, the amount of communication between supervisor and job coach will begin to decrease. In other words, as the worker learns the job, he/she does not need constant supervision. When the number of trainer prompts to the worker reaches the number of reminders, etc. required by other employees, the trainer begins to transfer supervision to the supervisor. In this approach the supervisor begins to take over (subsequently reducing the amount time needed by the job coach) when the worker requires about the same degree of supervision as any other employee.

In order to reduce both worker and supervisor dependence on the trainer, the trainer's presence is systematically reduced. This forces the supervisor and worker to communicate directly. If possible, the initial fading should occur during slow times, such as between the lunch and dinner rush. During slow times the supervisor may have more time to spend with the worker and the worker is not under as much pressure. If this has been successful, the trainer gradually reduces his/her presence during busier times.

Another simple transfer technique is shifting worker reinforcement from job coach to supervisor. Positive verbal reinforcement may begin with the trainer, but in time it should be turned over to the supervisor. Wehman (1981) also suggests the supervisor, not the trainer, give the new worker his/her paycheck. This gradual transfer of reinforcement represents a shift to using the reinforcers occurring naturally in the work environment. Closely related to supervisor reinforcement is the use of self-reinforcement. Perhaps the most important is to teach the new worker the significance of the paycheck and what he/she can purchase with it. Simple charts showing daily or hourly production can be used by the worker. Verbal self-reinforcement is also taught. "Another self-reinforcement technique is matching high levels of behavior with reinforcement such as short breaks when the worker gets caught up or works ahead of criterion" (Wehman, 1981, p. 100).

A major concern of many parents and worker is the reception the disabled worker will receive from co-workers. These potential social relationships and assistance can facilitate job retention, provide social outlets, and positive reinforcement. Part of the trainer's job is to explain his/her role and to introduce the new worker to co-workers. Rapport is established by explaining a little about the new worker's disability, related behavioral characteristics, and background. Because all workers tend to work faster when they know that their work is being recorded, the worker's performance may decline when the job coach is not present. In order to measure the performance under "natural" conditions, the trainer should make unobtrusive observations or have another staff member unfamiliar to the new worker observe. When performance from these sources reaches the expected production rate, the job coach can begin to fade.

Rusch and Kazdin - According to Rusch and Kazdin (1981) there are two problems during training. The first one is to teach a new skill or set of skills. During this acquisition process the worker is taught to respond to changes in the environment even when this environment is altered. The second problem is maintenance. To goal of maintenance is keep a high level of performance after various aspects of the environment are altered. In relating this to follow-up, the problem becomes how to keep the worker performing at an acceptable level after he/she has learned (i.e., acquisition) the required tasks and when the environment has changed. Common changes in the work environment will include the withdrawal of the job coach, a shift to natural reinforcers, and increased interaction with co-workers. Although the authors stated their three methods as research designs, one method is directly applicable to the problem of fading the trainer or job coach. The second two methods appear too complex to be used by most job coaches during training in a competitive environment.

In the Sequential-Withdrawal Design "One component of a multiple- component treatment is withdrawn initially, then a second, and so on, until all components have been withdrawn" (Rusch and Kazdin, 1981, p. 132). The cues used to teach the tasks are gradually removed one at a time. For example, the use of a booklet containing the steps needed to perform one task is removed. The employer and trainer wait until performance has returned to the level prior to the removal and has stabilized before removing any additional stimuli. For example, if performance declines following the removal of timing device, this device will be re-introduced. Because the job coach or trainer him/herself is considered to be a stimulus, he/she can be removed in this design. Thus, he/she can be faded for short periods of time. If the worker fails to maintain the pre-removal performance level, the stimulus is returned until production is again maintained. By keeping accurate production records, changes in production will be noticed during his/her absence. If production suddenly drops, the trainer needs to return. The trainer should also use the principle behind this design to transfer performance to a stimulus that is present in the natural environment, such as praise from the supervisor.

Two Types of Follow-up Schedules - In a practical book on vocational training for mentally retarded adults, Rusch and Mithaug (1980) approach the fading problem from an organizational point-of-view. Follow-up services can either be provided on adjusted or fixed schedules. In using adjusted schedules, the worker's progress is recorded using one or more behavioral analysis methods. The preferred adjusted schedules are determined by the worker's ability to learn the tasks, to respond appropriately to supervisors and co- workers, and to maintain performance.

The job coach fades according to the needs of the client. When the trainer is on-site, he/she is either observable or not observable to the new employee. The job coach has three options during fading: on-site and observable, on-site and not observable, and off site. The on-site and not observable treatment adds a valuable dimension to fading; it permits the trainer to check the employee's production, work and social behaviors without the employee's awareness. In this on-site observation the trainer is present if he/she is needed; he/she can observe and record the client's behavior under conditions almost identical to off-site conditions. This condition allows for more accurate recording of behaviors and production than would occur if the supervisor or co-workers were doing the observation and recording.

Rusch and Mithaug (1980) provided the example of the follow-up schedule given on Table 6. During follow-up the trainer was either on-site or off-site. When on-site he/she was either in full view of the employee or not observable at all. Between January 22 and 24, he/she was observable for the entire eight hour shift. Beginning with the second week, although the number of not observable hours declined, the trainer remained on site. It was not until the fifth week that the client was left alone for one hour. As the amount of on- site hours declined, the number of off-site hours increased correspondingly. By March the employee was being observed two hours per day. From that point on, most of the follow-up data came from supervisor and co-worker ratings and talking with the supervisor (see below). The authors consider this to be a sample that

> While the sample schedule may be used successfully with any employee of a vocational training program, you could shorten and lengthen it, depending on the performance of a particular employee and the employing staff's perceptions of his[/her] competencies and deficits. (Rusch and Mithaug, 1980, p. 200)

A fixed follow-up schedule is determined prior to placement and on-site training. In a fixed schedule the job coach and employer determine at the beginning of worker training how much time will be allowed for follow-up visits. If forced into a fixed schedule, negotiate for as much time as possible initially, reducing that time as slowly as possible over the course of several weeks or months. Because each worker, job site, and their interaction is unique, a fixed schedule should be used only when the employer will not tolerate the adjusted schedule described above. Although the fixed schedule is primarily for the benefit of the employer, rehabilitation and education staffs will quickly learn that a fixed schedule permits a more accurate scheduling of training and follow-up staff. Although this tighter scheduling could lead to a more cost-effective program, this scheduling poses a high risk to new employees.

Table 6

Adjusted Follow-up Schedule

	On-Site		
Date	Observable to Employee	Not Observable to Employee	Off Site
Jan. 22-24	8	0	0
25-26	7	1	0
29-31	6	2	0
Feb. 1-6	5	3	0
7-9	4	3	1
12-16	3	2	3
19-23	2	2	4
26-28	1	2	5
Mar. 1-16	1	1	6
Sept. 1 (per week)	1	1	6
Sept. Forward (per week)	0	1	7

Modified from Vocational Training for Mentally Retarded Adults: A Behavior Analytic Approach (p. 199) by F. R. Rusch & D. E. Mithaug, 1980. Champaign, IL: Research Press. Copyright 1982 by Research Press. Adapted by permiss.

In conclusion, when deciding when to fade the job coach or trainer, carefully consider the following variables: The employee's vocational skills and production; the employee's social skills; the dependency of worker, parents, and supervisor on the trainer; and the dependency relationship between worker and trainer. During fading, pay close attention to drops in production as determined by not-observable-to-employee observation. At this point it is necessary that a shift to natural reinforcers be made and that supervision shift from trainer to supervisor. Finally, follow-up schedules should reflect the needs of the client and not the needs of the agency. This section has stressed that accurate, objective follow-up information is needed on the new employee. The next section discusses the type of information to be gathered.

Obtaining Follow-up Information

The fading of the job coach or trainer does not mean the fading of feedback on the worker. Accurate information is needed in order to monitor the new worker's progress, to predict any trouble spots so that help can be provided, and to maintain contact with the employer. In transitional employment and supported work, there are several methods of obtaining needed information: on-site visits, telephone visits, employee evaluations by supervisors, and observations of parent/guardians.

On-Site Visits - After the trainer fades from daily contact with the employee, he/she continues to maintain contact with the employee and his/her supervisor. On-site visits are valuable in two ways: (1) to maintain personal contact and rapport with supervisors, co-workers, and the employee; and (2) to observe the employee's performance. Talking with co-workers and employees provides useful information about the client's work behavior. Co-workers are usually in closer daily contact with employees than with the supervisor, and they are often more frank in discussing the new employee's work performance. The trainer is also alerted to conditions, such as the worker deviating from the trained sequence of job duties or supervisor changes. When observing the employee's performance, the trainer can assess the work performance using the task analyses initially developed for training. Observation of each task is made to see if the employee completes each element in its correct sequence. If several steps are not completed correctly, the trainer should return to the site and begin retraining.

Careful observation determine if the worker is maintaining both quality and quantity performance.

The Rusch and Mithaug (1980) study described above placed an emphasis on observing the worker when he/she was not aware of the observer's presence (covert). In an experimental study Rusch et al. (1984) made covert and overt observations of five mentally retarded dishwashers while they were working. The employees were observed with the observer in plain sight and with the observer not seen by the worker. In each case, the worker's performance increased when they know that they were being observed. The practical significance of this study is that at least some observations of the employee made during follow-up should be made without his/her awareness. These covert observations provide a more accurate measure of his/her everyday performance.

On-site visits need to be scheduled so that the normal flow of business is not interrupted. Choosing a slow period during the business day will help to assure that there is ample opportunity to talk with employers and co-workers.

Evaluations by the Employer - Under normal business conditions, one of the supervisor's major job duties is to assess employee performance. By having the employer assess the new employee, the follow-up process builds on this duty. Two other reasons for using this employer evaluations are: (1) Because the new worker must satisfy the employer's expectations, employer evaluations can point out any problems with the employee's performance (2) When shared with the employee, the supervisor's evaluation should emphasize that the employee is working for the supervisor and not the job coach. Moon et al. (1985) provided the following guidelines for employee evaluations:

> Help employers understand the purpose of the employee evaluation.When a new employer evaluates a client, go through the form item by item with him or her. Explain how the form will be used and the necessity of being candid.
>
> Make the process convenient. Enclose a self-addressed stamped envelope when mailing out the employee evaluation form for the convenience of the supervisor.
>
> Make the process personal. Enclose a short note with the employee evaluation, thanking the supervisor for filling out the form, etc.
>
> Give a follow-up prompt (a phone call or a visit to the job site) if necessary to insure return of the evaluation. Most supervisors have many responsibilities and could easily forget to fill out and return the evaluation.
>
> You may need to interview the supervisor in person to obtain a verbal evaluation of the client's overall performance. Make a note of this meeting in the client's file.
>
> Continue to send the evaluations at the appropriate time intervals, unless the employer requests otherwise. (p. 93).

One of the more practical problems is to determine how often employer evaluations should be made. Most reported studies initially follow-up worker every few weeks and then gradually lengthen the time period. For example, Moon et al. (1985) suggest that employee evaluations be given biweekly during the first two months, monthly for the second two months, and quarterly for as long as the client is working. A "Supervisor's Evaluation of Employee" form was completed during each follow-up (Figure 5). Alper et al. (1985) provided a case study of a young woman trained and employed as a dishwasher. Meetings with the supervisor were used in conjunction with a supervisor's rating (Figure 6). These weekly conferences of about 15 minutes each were held with the supervisor for four weeks after initial training was completed. They were held monthly during the remainder of the follow-up period. When problems were noted or re-training was necessary, the job coach was available the following day.

Regardless of the type of evaluation form used, the trainer should respond quickly if a problem is indicated. "This becomes particularly critical after the job trainer has faded his or her presence from the job site" (Moon et al., 1985, p. 92). Although these problems may be handled via a telephone call, the trainer usually will have the visit the site. The critical point is that the job coach or trainer must respond quickly when a problem arises.

Figure 5

Rehabilitation Research and Training Center
Supervisor's Evaluation of Employee

EMPLOYEE EVALUATION

TRAINEE/EMPLOYEE'S NAME: ______________________ DATE HIRED: ____________
JOB TITLE: ______________________ CURRENT DATE: ____________
JOB SITE: ______________________
JOB COORDINATOR: ______________________

Please circle the number that best represents your opinion about the trainee/employee's present situation.

1. The employee arrives and leaves *on time*.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

2. The employee maintains good attendance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

3. The employee takes meals and breaks appropriately.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

4. The employee maintains good appearance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Usually	Always

5. The employee's performance compares favorably with the other worker's performance.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Somewhat Agree	Strongly Agree

6. Communication with the employee is not a problem.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Somewhat Agree	Strongly Agree

7. The employee attends to job tasks consistently.

1	2	3	4	5
Much Too Seldom	Not Often Enough	Undecided	Somewhat Agree	Strongly Agree

8. Your overall appraisal of the employee's proficiency at this time.

1	2	3	4	5
Needs Immediate Improvement	Somewhat Sub-standard	Satisfactory	Somewhat Better Than Required	Much Better Than Required

9. Do you wish to meet with a representative from the project staff?

YES NO

Additional Comments:

From The Supported Work Model of Competitive Employment for Citizens with Severe Handicaps: A Guide for Job Trainers (pps. 101-102) by S. Moon et al., 1985. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center. Copyright 1985 by Virginia Commonwealth University. Reprinted by permission.

Figure 6

Employer's Evaluation Form

Client name: ______________ Date hired: ______________
Job title: ______________ Current date: ______________
Job site: ______________

Please rate each of the client's behaviors listed below on a 1 to 5 scale. Try to rate on the basis of overall performance during this period and not on an isolated incident. If there were such incidents, please note them in the comments section.

1 = poor; 2 = below average; 3 = average; 4 = above average; 5 = superior

	Ratings			
Behaviors/work statistics	Date 1	Date 2	Date 3	Date 4
Rate behaviors				
1. Follows supervisor's instructions.				
2. Responds appropriately to supervisor's criticism or correction.				
3. Refrains from exhibiting inappropriate behaviors.				
4. Works independently with no direct supervision.				
5. Maintains an appropriate personal appearance.				
6. Interacts appropriately with co-workers.				
7. Requests assistance as needed.				
Record work statistics:				
8. Monthly wage earned.				
9. Hourly wage earned.				
10. Number of absences this period.				
11. Percent accuracy in work.				
12. Production rate (express as percentage of nonhandicapped employees' work rate).				

Comments: ______________

From "Maintaining Severely Handicapped Clients in Competitive Employment: Follow-up Procedures" by S. Alper et al., 1985, Techniques: A Journal for Remedial Education and Counseling, 1, p. 476. Copyright 1985 by Techniques. Reprinted by permission.

Figure 7

Rehabilitation Research and Training Center
Parent/Guardian Questionnaire

Please respond to each of the ten items below by circling *one* of the words/phrases under each item that best summarizes your opinion or feeling about that item. This information will be used in a strictly confidential manner to help insure ______________________ continued success in his/her job. ______________________

1. S/he behaves appropriately at home

1	2	3	4
Always	Most of the time	Sometimes	Never

2. S/he enjoys her job.

1	2	3	4
Always	Most of the time	Sometimes	Never

3. S/he has difficulty getting up and getting ready for her/his job in the mornings.

1	2	3	4
Always	Most of the time	Sometimes	Never

4. S/he is motivated to earn money in his/her job.

1	2	3	4
Always	Most of the time	Sometimes	Never

5. S/he is careful to maintain a neat appearance for going to the job each morning.

1	2	3	4
Always	Most of the time	Sometimes	Never

6. S/he behaves appropriately when outside the home.

1	2	3	4
Always	Most of the time	Sometimes	Never

7. S/he complains about the job.

1	2	3	4
Always	Most of the time	Sometimes	Never

8. His or her transportation to and from work is a problem for the family.

1	2	3	4
Always	Most of the time	Sometimes	Never

9. S/he speaks positively about the job supervisors and co-workers.

1	2	3	4
Always	Most of the time	Sometimes	Never

10. We are worried that s/he is going to lose the job for some reason.

1	2	3	4
Always	Most of the time	Sometimes	Never

Comments:

From Supported Work Model of Competitive Employment for Citizens with Severe Handicaps: A Guide for Job Trainers (pps. 105-106) by S. Moon et al., 1985. Richmond, VA: Virginia Commonwealth University, Rehabilitation Research and Training Center. Copyright 1985 by Virginia Commonwealth University. Reprinted by permission.

Moon et al. (1985) urged that these evaluations be compiled by the trainer into a progress report that is send to the worker's parents/guardians. This provides consumers with a measure of progress and also serves as a statement of the agency's accountability.

Parent/Guardian - In accordance with the practical philosophy that the worker or student is a whole person, with a life beyond the job, Moon et al. (1985) suggest the use of a parent/guardian questionnaire (Figure 7). This provides the job coach with valuable information on the worker's non-work behaviors and how they may relate to behaviors occurring on the job. If a worker demonstrates consistently "poor" behaviors in both places, then intervention may be needed in both environments. If maladaptive behaviors are present only in the home, they should be investigated before they become vocational problems.

In summary, one of major reasons for follow-up is to obtain accurate information on the worker's performance and behaviors. In turn, accurate information on job performance permits the job coach or trainer to intervene if a problem exists or if the data indicates a potential problem. Data on work performance is most often gained from overt or covert observation and from the employer. (At times performance data are obtained from co-workers; see below.) Because the living environment is important to job maintenance, parents/guardians should also be periodically contacted.

Client Advocacy

According the Wehman (1981), the two basic job retention processes are systematic fading and worker advocacy. Advocacy begins with the first employer contact and continues through job development. During these early phases, part of the professional's job is to explain to both employer and co-workers the nature of the worker's disability and it effects on his/her behavior. For example, if a visually disabled person is being trained for an assembly job, mobility and other limitations must be explained. At the same time, however, the worker's strengths must be emphasized; the employer and co-workers must be given the impression that the worker can perform the job adequately. These discussions should be conducted informally and co-workers and employee questions answered. Fears and concerns should be directly addressed, this seems to be especially true if the potential employee has a history of mental illness (Isbister, 1988; Trotter et al., 1988).

Nonhandicapped co-workers' perceptions of a disabled worker's work capacity will vary widely. This is especially true in jobs where there are many uneducated or predominantly illiterate nondisabled persons employed. If co- workers can be prepared for the new worker's personality and learning characteristics, it usually facilities the early days of the placement and makes it easier for the staff to fade assistance. Because advocacy is a major part of employment, it should be included in the worker's employment plan.

When the worker begins his/her job, the job coach or trainer usually spends much of his/her time talking to co-workers and employers about the worker. Commonly, part of the agreement between the business and school or facility is that the job will be performed regardless of the worker's abilities (Tyree, 1988). This means that if the worker cannot perform the job, the trainer must assist the worker or even perform the job him/herself. The main concern is to make certain that the job is completed so that the school or facility does not loose the position. Wehman (1981) considers this as part of the advocacy role. Two other common advocacy tasks are reinforcing the supervisor and nonhandicapped workers for providing assistance and/or understanding. In short, the role of the advocate requires the trainer to represent the new employee to the working community. This is done by a combination of teaching persons about the worker's disability and intervening for him/her during difficult times.

There is a problem is defining the limits of advocacy, especially in the amount of intervention. When does the trainer's intervention interfere with the employer-employee relationship? It was stated earlier in this book, that in all placement the employer is the final authority. While the advocate is expected to represent the worker, he/she should not be blindly supportive. If the worker cannot learn the job, perform according to the employer's standards, or maintain minimum acceptable social behaviors, then the best course of action may be to remove the worker and replace him/her with another person. As unfortunate as this is, it is better than risking the loss of a job site or an employer's good will.

Social Validation

Social validation is both a research tool and a method of determining what follow-up services are needed and when to begin to fade support. One of the most basic concepts in the place-train model is that the new worker should eventually demonstrate acceptable behaviors, such as mopping a floor within certain quality standards, calling in when sick, and making appropriate verbal statements to supervisors and co-workers. Social validation, then, "refers to the acceptability of someone's social and vocational behavior" (Rusch and Mithaug, 1980, p. 185). Over the years Rusch and his associates have developed a solid basis for applying social validation to providing follow-up services and knowing when to begin fading.

The major concept of social validation is that the worker's behavior must be measured against the same standards applied to his/her co-workers - Does he/she measure-up to the expectations of the employer? One of the major problems with these standards, however, is that they often differ for the disabled worker:

> Oftentimes, employers and supervisors have lowered expectations of mentally retarded workers and therefore perceive that these workers are not as competent as their coworkers. This perception is especially common prior to and immediately after placement. Consequently, mentally retarded workers are checked very closely. This close scrutiny, in turn, leads to demands for job performance which may be inadvertently greater than the demands places on coworkers (Rusch and Mithaug, 1980, p. 186).

When workers do not measure to these misconceived higher standards, the supervisor's low expectations are confirmed; this results in a self-fulfilling prophecy.

The purpose of social validation is to determine what vocational and social behaviors are accepted and then to use this information to train the new worker in the needed behaviors. Social validation attempts to overcome the differences between verbally stated standards and behavioral accepted standards - "Do what I do, not what

I say." The goal the social validation is to determine what is really expected on the job. Although these expectations primarily used here to determine the rate of fading, they have other applications: (1) determination of general behaviors expected by all workers, (2) development of skill training based on actual performance requirements, and (3) establishment of standards to be used during training.

Social validation is based on two research methods, both of which can be used by the job coach during placement, training, and follow-up. In the first, the descriptive method, the job coach has employers, supervisors, and co-workers describe verbally or through a questionnaire what the acceptable methods, procedures, production rates, and behaviors are for the job in question. For example, supervisors might emphasize that all workers can never be more than ten minutes late. These descriptive results can be used to establish some basic behaviors that must be present prior to fading. However, because there are differences between what people say and what they accept or do, the descriptive method must be compared or validated with the results of direct observation.

This need to determine what the job really demands leads to the second method - comparative validation assessment. The principle validation method is direct behavioral observation of the behaviors that are present in the work place. Obviously, this requires the job coach or other staff person to systematically observe new worker, co-workers, and supervisor and then to carefully record what behaviors are accepted by the supervisor (Schutz and Rusch, 1982). To continue with the example in the last paragraph, even though the supervisor stresses attendance, direct observation demonstrates that workers who are late occasionally are not reprimanded. Social validation is seen as important because it clearly identifies what actual job requirements and expectations are.

Rusch and Mithaug (1980) place considerable emphasis on the job coach being able to coordinate the subjective and objective assessments to determine actual job performance. In this method, if the objective and subjective information agree, then there is no problem; that is, what the supervisor says is required of the worker is really required. The problem arises, however, when there is no agreement between what is said and what is done.

These agreements and disagreements are recorded and then are combined with the new worker's competencies and deficits. The result is a table with four possible classifications (Figure 8). During the evaluation process, the worker's strengths and weaknesses are either obtained through rating and other questionnaire methods, or through direct observation. This process is analogous to the social validation methods used to determine acceptable behaviors. For example, the employer rates the worker's quality as being acceptable; direct observation revealed that she can mop a floor without missing any spots. After these observations are obtained, the job coach combines them into a summary sheet (Figure 8). To begin on a positive note, the agreed-to worker's competencies (e.g. floor mopping) are studied first. Because both sources of data agree that he/she is performing these behaviors[11], the job coach should provide additional training in these areas. Next move to the other area of agreement - the agreed-to deficits (e.g., talking to self). Behaviors in the agreement/deficits should be the first priority for additional training and close follow-up. In other words, the job coach must still apply behavioral management techniques to ensure the learning these tasks.

There are two areas of disagreement: (1) disagreement/competencies and (2) disagreement/deficits. Before deciding what action to take here, the job coach must first determine the validity of the behavior in question. This should be done in the following way:

1. Compare these results with any other available information to determine if these inconsistencies have occurred before.
2. Set a date and time to talk with the employer about the deficits and the agreements.
3. Present the results in a positive manner and briefly discuss the inconsistencies. Determine what the real expectations of the job are and how well the new worker reaches these goals.
4. Attempt to resolve the differences so that the employer's realistic expectations are clearly known.

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[11] Please note that these behaviors can be either vocational skills or social behaviors.

Figure 8

Competencies/Deficits Form

Competencies

Agreements	Disagreements
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Competencies

Agreements	Disagreements
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

After these expectations have been specified, make plans for additional training with the employer. After additional training, repeat the social validation process and when all behaviors are adequately learned, begin to fade support. Before leaving this section, there is one implication of the social validation process that must be pointed out: Although there are definitely some commonly accepted vocational behaviors, other behaviors may be unique to the individual supervisor. The job coach must be aware of these.

Looking for Natural Reinforcers

One of the most practical and least intrusive ways of providing follow-up support is to shift the source of reinforcement from the job coach to events occurring "naturally" on the job. In other words, the goal is to have the new worker subject to the same reinforcers as other workers - supervisor's praise, co-workers acceptance, promotions, and a paycheck. This section will present some of the more common natural reinforces and how the job coach can use these.

Use of Co-Workers - Since the original Hawthorne studies, the structure and composition of the work group has been studied intently by industrial and social psychologists. These primary social groups often set unofficial work rates, determine acceptable job behavior, and can function as after-hours social groups. During the initial training period the job coach should assist the new worker to become a member of the work group. This can be done by fully explaining the new worker's skills, what is to be expected, and areas where he/she needs additional help and how that help will be provided. Stress the new worker's skills and his/her desire to work. If this foundation is properly laid and if the new worker can become an integral part of the work group, then the work group can become very influential in determining the worker's behavior.

One practical method of providing reinforcement is through the development of the "buddy-system". A more experienced employee acts as an advocate for the new employee. He/She assists in the training, monitors behavior, and provides feedback and reinforcement. In some instances, he/she may assist with transportation. He/She may also complete evaluation forms on the worker and be part of the monitoring process. The co-worker/advocate would be able to offer assistance as needed.

A study by Rusch et al. (1980) illustrates using co-workers to produce behavioral change. A male (Dale) with moderate retardation was employed in a food service job in a university dormitory. He worked with three other persons, who had been on the job for five years. Although performing his job well, there was a problem with Dale constantly repeating the same topics, such as, saying "It's really cold out" every few minutes. A program was established wherein the co-workers sought to eliminate this repetitious behavior; a second phase of this program was to encourage Dale to talk about a variety of topics. The following procedures were used:

1. During the first 18 days, observations were made of repetitious verbal behavior during the two meals that Dale and his co-workers ate together.
2. On day 19 a program for reducing these behaviors was explained to the three co-workers. Dale was also told that he repeated topics too often and that his co-workers would like him to stop. Each co-worker was asked to provide examples of Dale's verbal behavior. After all co-workers had agreed on what the behaviors in question were, they agreed to say the following phrase every time he repeated a topic during lunch and dinner: "Dale you already said that."
3. Dale's repetitious responses were recorded during each meal period. During various periods of time, co-workers were instructed either to refer directly to repetitious behaviors or not to refer to them.
4. The responses during each meal were recorded by the experimenters.

Although this study was conducted under more controlled conditions than are commonly used in supported work, the procedures can be used in a wide variety of situations using co-workers as behavior change agents. A basic procedure for behavior change by co-workers is as follows:

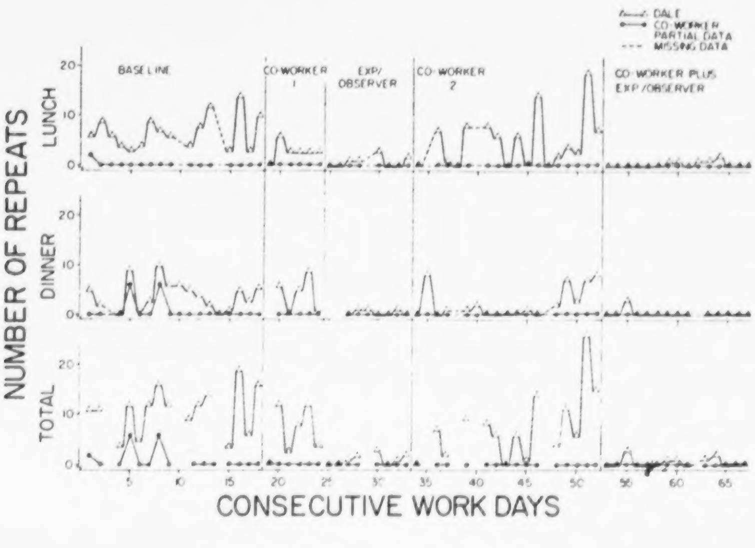
1. Begin with a base-line to record the behaviors in question. This baseline is needed for two reasons: (1) Before any behavior can be changed, you must first define the behavior in observable terms. The use of a graph forces the observers to make these definitions and then to use them. (2) In order to know how effective behavior change techniques are, you must be able to look back at the baseline to know if these changes are occurring. The same technique can be used for negative behaviors that need to be reduced and for positive behaviors that need to be strengthened.

   Prior to beginning any behavior modification plan, inform the new worker exactly what behavior you are concerned about, why this change in necessary, and what will happen. Although it is possible to change behavior without the subject's awareness, the worker must be told what behaviors need to be changed and why. This quite often focuses the worker's attention on these behaviors, thus leading to his/her cooperation in increasing or decreasing the target behavior. Also explain that his/her co-workers will be watching and will be helping him/her learn new behaviors.

   For example, Dale's responses were recorded every time he made a repetitious remark (Figure 9). This is absolutely necessary to determine how strong and how constant the behavior in question is. The baseline is usually made using graph paper in which the time period (e.g., days, hours) is placed on the horizonal line. The number of responses is placed on the vertical line. For each time period, the number of responses (e.g., repetitious talking) is marked at the point on the graph where the vertical line of responses and the horizonal time line meet. For example, if Dale made 20 repetitious responses on day 16, a point would made where the day 16 line crosses the 20 responses line. This base line should be continued for two to three weeks or until enough objective data are available. This recording can be done by the job coach with the assistance of co-workers. Co-workers should be able to clearly define this behavior and indicate when it has occurred.

Figure 9

Example of Behavior Modification with Repetitious Behavior



From "Social Validation of a program to Reduce Topic Repetition in a nonsheltered Setting" by F. R. Rusch, et al., 1985, Education and Training of the Mentally Retarded, 16, p. 212. Copyright 1985 by Education and Training of the Mentally Retarded. Reprinted by permission.

2. After a baseline has been established and the co-workers know what behavior needs to be changed, the treatment phase can begin. This phase involves using co-workers to reinforcement desired behaviors and not to reinforce negative behaviors. The most common positive and negative reinforcements are verbal - reminding the new worker to complete a task, thanking him for getting the work done on time, telling him that he talks too much, and telling him that he is dressed and groomed for the job. A particularly effective form of verbal feedback is to inform the new worker that he/she is doing incorrectly and then tell him/her what should be done. In order to determine how effective these verbal reinforcers are, the new worker's behavior must be recorded on the graph, using the same time period as in the base line. This provides an illustration of how the reinforcement is working. In a very real way the graph offers the co-workers feedback on how well they are changing the behavior.
3. The co-workers would continue to provide reinforcement for the behavior until it decreases to an acceptable level. "Acceptable" is defined in terms of social validation presented above, i.e., what the supervisor will tolerate. Note that this "acceptable" level means either the reduction of negative behaviors to a safe level or the increase of positive behaviors to a level equal to that of other workers. Once this level is reached and has been maintained for several weeks, the co-workers can end the reinforcement. They continue, however, to record the worker's behaviors. Because it determines if the treatment has been effective, this non- reinforcement phase is very critical. If there are no changes in the behavior in question and if it is still within the acceptable range, then recording can end. Co-workers and the job coach should still monitor the behavior periodically.
4. If the behavior increases after reinforcement is ended, co-workers should continue the verbal reinforcement as discussed in Step 2. Reinforcement should continue for several additional weeks before repeating Step 3. Remember that some behaviors are extremely resistent to behavior change techniques.

In summary, the following points should be noted:

- Co-workers are a very important source of both positive and negative reinforcement in the ecology of the work place.
- Using a buddy system can transform a concerned co-worker into a teacher and advocate.
- Behavior modification strategies for changing behaviors can be used by co-workers to change behavior.

Use of Natural Consequences - One of the major problems in training persons with mental retardation is the lack of generalization. This simply means that what has been learned in one situation may not be performed under different circumstances. For example, if a certain task is usually performed within a sequence of other tasks, the worker may have problems performing the same task when it is removed from this sequence. He/She may have problems returning to a task if there has been an interruption. In many jobs, the worker needs to be flexible so that already-learned tasks can be performed out of sequence.

In the real world, supervisors and co-workers ask for immediate assistance that require the worker to stop what he/she is doing, provide assistance, then return to the interrupted task (Rusch and Menchetti, 1981). This change of tasks and subsequent return to the original task is often difficult for person with intellectual or learning problems. The worker often knows the tasks to be performed; the problem is an unwillingness to stop one task to help a co-worker or supervisor.

Rusch and Menchatti (1981) reported on a young man with mental retardation who was trained to comply immediately with supervisors' and co- workers' requests for assistance. Jim worked as a kitchen helper in a university dining room; one of his job duties were to assist supervisors' cooks, and other kitchen helpers when requested. Apparently, he did not like these interruptions. The first step was to objectively define the behaviors:

Did the employee help?
Did the employee sigh, complain, or grimace?
Did the employee help or respond within five seconds?
Were you happy with the employee's answer?
Did the employee do the task correctly, independently, and return to the scheduled task? (Rusch and Menchetti, 1981, p. 108)

After these behaviors were defined, staff were ready to begin to change Jim's behavior using the following procedures:

1. This process was begun by collecting base-line data with supervisors and kitchen helpers providing data on the number of times Jim did not comply with a request to help. This was recorded for 9 and 21 days.
2. After sufficient data were collected, the job coach began to train Jim in how to comply to requests for help:

   Immediately stop what he was doing when asked by a supervisor or co-worker.
   Say "OK" or "Yes" in a friendly tone of voice to acknowledge that he heard the request.
   Perform the task correctly, and finally,
   Return to the original job when completed.
   (Rusch and Menchetti, 1981, p. 108)

   He practiced these responses before work with the job coach, until he knew what to do in this situation. Thus, the job coach knew Jim could perform the desired behavior; the problem was to have Jim perform the desired behaviors at appropriate times.
3. Jim was told that if he did not provide assistance when requested he would be sent home for the rest of the day. The sending home was a natural consequence of failure to act. This practice of losing a day's pay was a standard practice of the employer. Thus, Jim was being treated in the same way as any other employee.
4. Beginning on day 10 Jim immediately complied with all supervisors' requests. However, he did not always respond to requests from cooks and other kitchen helpers. When the practice and warning (steps 2 and 3) were repeated for co-workers the number of responses increased. On day 27 he was sent

home for non-compliance; when he returned to work the next day, he complied with all requests from supervisors and co-workers.

This study illustrates several points that are related to reinforcers occurring "naturally" on the job:

- The worker needs to be told and trained on what to do; he/she must know what the results of non-compliance will be.
- Positive or negative reinforcers should have the same effect on the worker with a disability as with other workers.
- The worker must accept the consequences of his/her behavior.
- The worker should not be protected from the realities of the real working world.

In summary, the work "appeared to have associated potential dismissal with any co-worker he failed to comply. Consequently, he remained under the control of coworkers associated with an aversive event (i.e., being fired)" (Rusch et al., 1985, p. 183).

Self-Reinforcement - Perhaps the most desired goal in follow-up services is to have the worker reinforce him/herself for getting the job done on time, getting it done right, and listening to supervisors. The major advantage of self-reinforcement is that the person is free to give him/her this reinforcement whenever it is needed. Some examples of self-reinforcement are:

- "Teaching the client the significance of the paycheck and producing a chart showing daily earnings" (Wehman, 1980, p. 100).
- Taking short breaks when caught up with work.
- Relating the amount money earned in an hour or day to something the worker wants to purchase.
- Giving self-praise: "Good job, I kept up with the dish washing machine all afternoon."

During training, the new worker receives a considerable amount of external feedback or cues on his/her performance, such as: praise from the trainer and supervisor, feedback on quality and quantity, and often charts and other visual aids present the amount earned or the use of tokens or points (Rusch et al., 1979).

Because self-reinforcement can be provided anytime it is needed, there is the temptation to use it even when the job is not being done well. This could, of course, offers the worker a way to "cheat" by giving reinforcement when not earned. Therefore, when teaching self-reinforcement, the job coach must deal with two separate types of cues:

1. External cues are controlled by job coaches, co-workers, and supervisors. These controls involve the use training, feedback, evaluation of performance, and various reinforcement strategies, including rewards and sanctions. In other words, external cues represent the reality of the worker's performance on the job as seen by others. For example, a combination of praise and feedback (token points) for working and response cost (loss of points) for not working was used to produce maximum work performance (Rusch et al., 1978).
2. Self-generated or self produced cues are produced by the person within the work situation. These are largely self-reward and self- praise. These are largely subjective and may be based on the reality of the work situation.

According the Rusch et al. (1985), external cues are used extensively during training by supervisors and others. As the worker learns these work tasks and appropriate social behaviors, these external cues are gradually withdrawn and are assumed to be replaced by other reinforcers. The problem is that many low functioning persons are not able to generalize from training to long-term acceptable performance, i.e. "failure to maintain use of externally- generated cues in everyday routines" (Rusch et al., 1985, p. 184). In order for the worker to maintain long-term employment, he/she must be taught to use both external and internal cues. External control is seen as a means to teach the person to control his/her own behavior.

In developing a self-control program for work behavior, the following steps can be used:

1. Fully train the worker on all of the tasks and behaviors that he/she needs to know to keep the job. Make certain that he/she has acceptable performance in all of these behaviors. This must be done prior to fading.
2. Teach the worker to recognize a good performance. In effect, this is teaching him/her the same criteria that the supervisor uses. For example, teach the worker how many dishes should be cleaned in an hour, to look for wet spots after mopping the kitchen floor, is there enough trash in the parking lot to warrant clean-up. If the worker is severally mentally disabled, pictures of the correct procedures or the desired results could be given.
3. Teach the worker to monitor his/her performance so he/she will know when the task has been performed in an acceptable manner. This can be done by asking the worker to ask him/herself if this job is done the way the supervisor would want it done or if he/she performed the job in the time required. Some ideas for self- monitoring are:

    Have the worker use a digital sport watch to help determine if he/she has performed the task for a set period of time. For each 10 or 15 minutes he/she is on-task, have him/her make a check on graph.

    Have the worker compare his/her results with a standard set of pictures of what the end result should look like. For example, in cleaning motel bathrooms the worker has a photograph of the bathroom with towels, washcloths, soap and other items arranged neatly; this is compared to his/her completed bathroom.

    In some jobs the work speed is controlled either by machine speed or other workers production. Teach the worker to reinforce him/herself when they are able to keep-up with production for a period of time. For example, a worker only had to stop the packaging machine two times all day because they were not able to pack boxes fast enough.

    A second part of self-monitoring is recording the results. The worker can be taught to make check marks on a chart, or to fill-in another line on a bar-graph.
4. When the job is performed to satisfaction, teach the worker to reward him/herself. While the amount of reinforcers will depend on the job, they must have value to the worker. The very nature of positive reinforcement is that it must satisfy a need. Taking short breaks when caught up, talking for a few minutes with a co-worker after each four motel rooms are cleaned, stopping after the hall is mopped for a drink of water, and getting a piece of candy from your pocket after bussing 10 tables are some examples.One very "normal" method of reinforcement is to relate production or time in the job to the wage earned per hour. This wage can be related to the worker's goals, such as having to work for 12 hours to buy a new radio or having to work for 36 hours to pay the rent. Because money is a very positive reinforcer for most of the population, job performance should be directly related to the financial rewards. However, sometimes the financial rewards are used to purchase other reinforcers. For example, in the case of Jim above, one of his major reasons he wanted to keep his job (hence the reason why he complied to requests for assistance) was the need to have the income required to move from a group home into a semi-independent apartment.

This section has provided some ways of teaching the worker to depend on reinforcers occurring "naturally" on the job. The goal is to have the worker receive reinforcement from the same stimuli as co-workers. Sometimes this can be taught through the use of self-reinforcement techniques. However, often the new worker must relay on the use of co-workers for assistance.

Building a Support Network

No matter how successful the job coach is at providing supported work services, he/she can not do the job alone. Because supported work provides services for the whole person, not just vocational assistance, the person with a disability needs support in the non-vocational aspects of his/her life. In addition, because the worker will have a life beyond work, continued support requires establishing and maintaining a network of persons willing to assist the worker. This network can be envisioned as a loose ring of significant persons surrounding the worker and offering him/her assistance as needed; it does not mean, however, that every aspect of the worker's life is to be controlled by others, regardless how well-meaning. Although developing support networks is often one of the job coach's duties, the individual with a disability must have the freedom of choice within established parameters. Of course, this is exactly the same situation most adults find themselves in. A review of relevant literature and discussions with supported work staff lead to the conclusion that there are four major groups of people to be considered when building a support network for the worker: parents or residential staff, co-workers, employers, and community support groups.

Parents or Residential Staff - Most working people spend about 40 hours on the job; the majority of the rest of our days are spent where we live. Most live with family or significant others. Many persons with severe disabilities are the same; others live in a variety of group and semi-independent situations where they are supervised to varying degrees by independent living staff. Regardless of whether the worker lives with his/her family or in a residential setting, the people who live with him/her most likely know the worker better than anyone else. Because of this and because of their importance in the person's life, they have the potential to form a critical support group.

Obtaining and maintaining parental and staff support begins before the worker is placed; in fact, the amount of parental cooperation is a major consideration in whether the client should be placed at all. The parents or residential staff must reinforce the new worker during and after the training period both verbally and through more direct actions, such as: transportation, having the worker call in when sick, encouraging good health habits, and maintenance of acceptable behaviors.

One consideration mentioned by Wehman (1981) and others more recently is to provide the worker with the opportunity to spend some of his/her earnings. This is considered necessary to make certain that the worker knows that earned money can fulfill wants and needs.

When establishing a network of support, parents and residential staff can provide help as follows:

1. Providing emotional support and encouragement is the most important thing that parents and independent living staff can do. This means helping the worker gain self-confidence, praising him/her for successes and achievements, and helping him/her rebound from mistakes and failures. The goal of all emotional support is building self-confidence and promoting the highest degree of functioning possible within disability related restrictions.
2. By reinforcing the decisions and actions taken by the supervisor or job coach. It creates only confusion if the worker is reprimanded on the job and then comes home to find the behavior excused or minimized. In the example of Jim cited above, job coach and residential staff worked out an agreement where the following would occur if he was ever sent home from work:

    > Jim and both staff agreed that if he was sent home, he was to go home immediately, call his residential placement coordinator, and remain in his apartment until his coordinator arrived.
    >
    > Once his coordinator arrived, he was required to go over what he did wrong and describe how he should have responded (Rusch and Menchetti, 1981, p. 109).

3. Help the worker maintain good health habits. One concern of parents is that their child lacks the endurance to maintain full-time competitive employment. Although many persons have time and strength restrictions, often these can be increased as a result of work and through good health habits. Enough sleep, a careful program of personal hygiene, and proper nutrition are critical. Maintaining proper nutrition is a serious problem for persons living alone or in semi-independent situations. For example, Halpern et al. (1986) reported that 56% of the participants in a semi-independent living program needed assistance "with eating well-balanced meals, and 39% need to maintain a proper weight level" (p. 29).
4. Assist with transportation. As stated before in this book, arranging reliable transportation is one of the most serious problems in supported work. Although the most desired outcome is to use public transportation or to have the worker arrange his/her own transportation, often parents will have to provide transportation on a regular basis. The emphasis is on "regular". This requires that parents

or other family members are willing to offer this service for as long as is needed. When transportation is provided by resources outside the family or independent living organization, parents or residential staff need to monitor the situation and report any unresolved problems to the job coach.

5. Family or residential support in the areas of grooming, dress, and hygiene are also needed. The worker is expected to report to his/her job neat, clean, and dressed appropriately. Although part of his/her job training will deal with grooming and dress for work, they still need to be regularly monitored.
6. There are several things, however, that parents and independent living staff should not do. These persons should not interfere with the worker while he/she is on the job, they should not expect the employer to provide reports and feedback as if the worker were still in school or a training program. Wehman (1981), Hill et al. (1986) and others warn that the supervisors do not appreciate parental inference when the worker is on the job. If parents have concerns about the worker's performance or treatment during working hours, these should be expressed to the job coach and not directly to the employer.

In summary, parents and residential staff are the most important support group within the worker's life. These persons can provide emotional support, encourage independence, and assist this worker in maintaining good vocational behaviors and persons habits.

Co-Workers - The section titled "Looking for Natural Reinforcers" emphasized the role of co-workers as trainers. Through the use of the "buddy system" and as a result of working with and understanding the worker, co- workers have the potential to form a very powerful support group. The main concern with using co-workers is that they must clearly see the new worker as a valuable employee, not as a person to be pitied or a person to be manipulated. To repeat an earlier discussion, the job coach must be able to create acceptance or at least tolerance for the new employee during training. To perhaps overgeneralize, most supported employment positions are entry- level, unskilled jobs. Therefore, co-workers will tend to be uneducated and may have values running counter to the competitive placement of a person with a disability. They may see the new employee as a threat to their own marginal job security. If these problems can be overcome, however, co-workers can make a very powerful reinforcement system. In particular, they can help in the following ways:

1. The most important support is to accept the new worker as a person of worth who is willing to work. This should be the basis for any advocacy. The keystone of this support is acceptance of the worker as a integral part of the work group or crew.
2. The work group also needs to reinforce good work habits and practices. One of the fastest ways to loose support of co-workers is for the worker to be seen as a person who does not pull his/her own weight. Therefore, it is in the co-workers' self-interest that the new worker perform his/her share of the tasks. Although the new worker has been trained by the job coach, there are often additional short- cuts or other inside tips that co-workers could provide to the new worker. These can help improve production or make the job easier.
3. If desired by the work group and the job coach, one of the co- worker advocates could act as a contact person between the group and the job coach. Such a person would assist in monitoring worker behavior, report any changes in job structure that may require re- training, and any significant changes in work habits or behaviors.
4. Many work groups also meet socially. Full integration of the new worker should include participation in these social activities also.

Employer - Although the supervisor or employer can also be part of the support network, it must be emphasized that the major concern of the employer is the maintenance of a productive and profitable work environment. Any support provided to the new worker by the employer must be viewed within the context of this needs of the employer. If the job coach, the new employee, and the employer or supervisor want to see a well-trained productive worker, then their goals are the same. The employer can provide the following support functions within his/her role:

1. Provide the worker with realistic feedback on his/her performance. This is needed so any problems can be corrected before they become severe. The stress in upon realistic; there is a tendency for employers to let little problems and concerns go until they become serious enough to disrupt production or the work place. The employee should never be afraid of providing feedback because of the worker's disability.
2. If there are major changes in the work routine and job duties, the employer needs to be sensitive to their effects on the worker. If the worker cannot adjust to these changes, the job coach needs to called in to provide additional training (Alper et al., 1985). The employer should provide the job coach with information of what the exact changes are and how the worker has responded to these changes. This information will shorten the training time.
3. If there is major change in the worker's personal habits or social skills while on the job, the job coach should be contacted. This returns to the concept that many people lose jobs because of the poor personal and social skills. Lack of grooming, abusive language, non-compliance with instructions, and arguing with co-workers and supervisors are a few examples.
4. Finally, the employer is often asked to provide follow-up information on the worker's performance. This information is valuable in determining the worker's level of performance and for identifying any problems before they become serious.

In conclusion, although the employer is a member of the support network, his/her major role is to ensure that the job gets done efficiently.

Community Support - The final source of support moves away from residence and employment settings and into the larger community. Community support operates on many levels, from political involvement to local organizations offering support for specific job and living related problems. This present discussion is limited services providing direct support to the worker. Remember that the overall goal is to have the person function as independently within the community as possible. Some examples of community support are as follows:

1. Some rehabilitation facilities and other organizations sponsor support groups for persons in transitional and supported work programs. These usually meet once a week and often contain limited training or organized discussion by a staff person. These meetings also contain time for workers to discuss problems and to seek solutions from other group members. Workers can discuss concerns about supervisors, co-workers, working conditions, and changes in job duties. Finally, these groups will often plan social activities.
2. Although not aimed directly for the worker, parents and advocates often organize into support groups to meet their own needs for support, encouragement, and communication on common problems. These groups often advocate for local, state, or national changes in laws, funding, and programs. They can, in addition, offer direct support to persons in supported work programs.

This section has presented some ideas for building a support network around the worker in order to increase his/her chances of stable employment. The provision of emotional support, encouragement, and honest feedback are the most important requirements for support groups and networks. The final section of this chapter will deal with the need for intervention.

Intervention Strategies

The concept of supported work includes the assumption that the worker will need various amounts of support throughout his/her working life. Although the goal and process is to reduce support after initial training has occurred, there must be ongoing monitoring of the worker. Feedback is needed from the employer, parents, and significant others to determine if the worker is functioning as independently as possible. Verbal reports, employer evaluations, site visits, and other sources of information are collected primarily for the purpose to determining if the worker requires additional assistance. The job coach should carefully review these reports, notes from site visits, and other information. During this review he/she needs to look for trends indicating the gradual emergence of a problem. As with most problems, early identification and correction are critical.

If a problem occurs, begin by: (1) visiting the job site, (2) talking with the employer to determine what his/her perception of the problem is, and (3) carefully and systematically observing the worker to identify the nature and seriousness of the problem. These observations often are performed over several days. It is important to continue these observations until the job coach has made enough observations of the behavior to understand the problem. The problem may be solved with a single conversation with the worker and his/her family, or require a complex intervention (see Figure 10 for an example using positive reinforcement to improve production).

Figure 10

Behavior Management Program:
Increasing Production Rate to Company Standards -
Windows at Azalea Mall

Date: December 12, 1987

Program: Increasing Production Rate to Company Standards - Windows at Azalea Mall

Worker: Michael

Time: 7:00 a.m. - 11:00 a.m.

Instructor:

Phase 1:

Behavioral Objective: Michael will independently wash the windows at Azalea Mall with 100% accuracy within the designated production standard and without any trainer intervention when the trainer is within 30 feet for three consecutive days.

Rationale: Michael has reached 100% accuracy for following the steps in the task analysis but has difficulty staying within the production standards.

Student Characteristics: Michael responds quickly to reinforcement. He has a history of relying on trainer presence to get his job done within a specified period of time.

Baseline/Probe Procedures: Frequency count of error correction and production times for each set of windows. Frequency count can be completed 2 x's per week on Tuesday and Friday. Production times should be collected daily.

Behavior Change Procedures: Interrupt any errors that occur using a least prompt system. Time each window/door panel washed using a stop watch. If Michael exceeds 1 minute for any window, step forward. Begin to reinforce Michael for fast work and attending to task. As soon as his speed is again within the 1 minute time standard step back to 30 feet. Provide general reinforcement for fast work on an average of 3 x 's per set of windows. As soon as Michael requires 0 prompts to complete the windows within the specified production times, move to a fading schedule as outlined below.

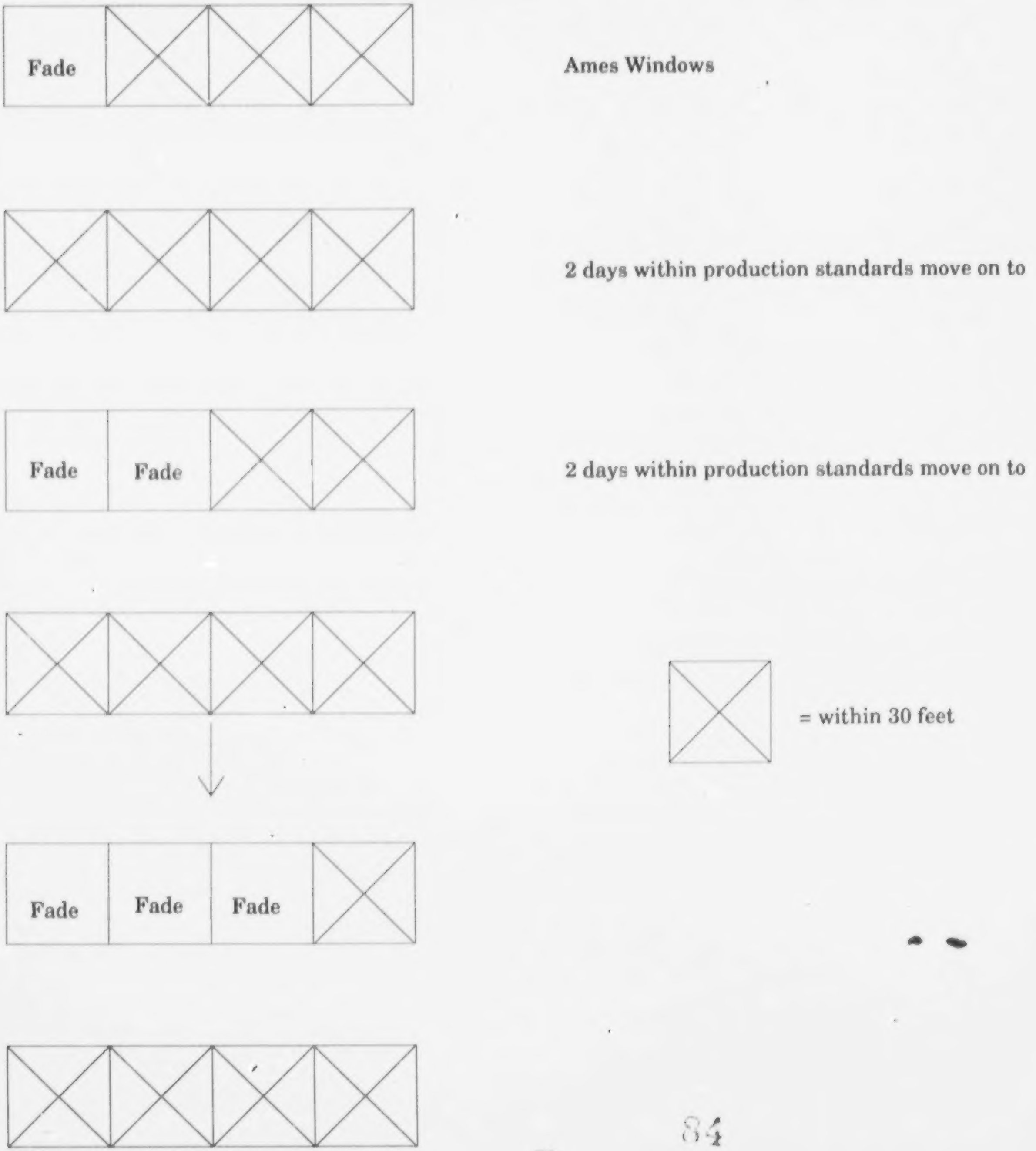
Phase 2 Behavioral Objective: Michael will continue to independently wash the windows within the designated production standards without trainer intervention as the trainer moves around the corner out of Michael's sight.

Rational: same

Student Characteristics: same

Baseline/Probe Procedures: same

Behavior Change Procedures: Once Michael meets the Phase 1 criteria the employment specialist should begin to fade out of sight. Begin by leaving Michael at the last door. Move around the corner. Watch for errors. Use previous procedures if necessary. Reinforce Michael if he stays within production standards. After two days of successful completion to production standards, add the next window and move around the corner for the last two windows. Proceed in this fashion, adding doors/windows at the end of the task as Michael remains successful. See the following example.



Ames Windows

2 days within production standards move on to

2 days within production standards move on to

etc. until the employment specialist is around the corner for the entire set of windows. Error correction should continue throughout the fading schedule.

Review program when the employment specialist has faded from 2/3 of the entire set of windows.

Developed by: Katherine J. Inge, Supported Employment Project for Youth with Severe Disabilities, Virginia Rehabilitation Research and Training Center, Virginia Commonwealth University. Used by permission.

Although each intervention is unique, some general strategies can be suggested. Moon et al. (1985) provided very practical list of six common problem areas: work rate or quality; time management; tardiness/absenteeism; social interactions; grooming; and change in management. The last five pages of this chapter present each problem, with methods for on-going assessment, and possible intervention strategies.

Although these problem areas deal with a variety of behaviors, the basic procedures for intervention are the same. These procedures can be used to deal with other problems not covered by the examples:

1. Obtain information through questionnaires and personal contacts from the employer, co-workers, parents/group home staff on how the worker is performing both on and off the job.
2. Keep track of the many behaviors that were a problem during training to determine if these still present a problem.
3. Review the feedback information for any new problem areas that may emerge.
4. If necessary, chart these behaviors to determine if they are becoming either more frequent or more intense. If they are, it is time to intervene.
5. Call the supervisor and make arrangements to visit the job site.
6. As part of the social validation process, talk with co-workers and supervisors. Then talk with the worker about the problem and obtain his/her perspective.
7. Observe the worker until the problem behaviors have been identified. If possible, these observations should be done without the worker's knowledge. This is very important so that the worker does not change the behavior during the observation and then return to it after the observer has left to job site.
8. After the behavioral observations are made, discuss the findings with the worker. Tell him/her what the problem is and how serious it is.
9. Develop intervention strategies to reduce or eliminate the behavior. These should begin by informing the worker what will be done and why it is being done. These strategies may include one or more of the following:

   Retrain in one or more of the tasks. If this is required the job coach should return to the task analyses used during the initial training period. In situations where the job itself has been changed, the job coach will have to perform task analyses of the new or changed tasks and then begin training on these tasks.

   Reduction of undesired behaviors can be accomplished through the use of behavior management techniques. The use of verbal warnings, praise and attention, charts, etc. provides feedback and reinforcement.

   If the behavior in question also occurs during non-working hours, enlist the help of parents or residential staff as well as employers and co-workers. If this is done, make certain that each person involved identifies and defines the behaviors in the same way and that there is consistency in the behavioral management techniques applied.

   Teach the worker to monitor his/her own behavior and to record his/her production and on-task time. All work can be divided into "on-task" and "off-task" (Coker et al., 1983). One basic strategy for improving behaviors is to increase the amount of time the worker spends on-task. This increase does two separate things: (1) increases production that is a good result in itself, and (2) it establishes a new response (called a "competing" response) to interfere or take the place of the undesired behavior. Because a person can only perform one behavior at a time, an increase in on-task behavior will have the effect of lowering other non-productive actions.

10. Continue the selected intervention strategy until the worker's behavior problem has either been resolved or has been reduced to an acceptable level. As with initial training, careful monitoring of the behaviors are required. Once the behaviors have reached the acceptable level, reduce the behavior management program, and continue carefully monitoring the behavior until you are certain that it has been reduced.

In summary, follow-up information on the worker should be accurate enough to determine specific problems before they become job-threatening. If a problem exists, the job coach needs to determine its extent by talking with employer, co-workers, the worker, and through direct observation of the worker. Based on these results, the problem is defined. Depending on the nature and seriousness of the problem, a variety of strategies ranging from a single conversation to retraining may be required. Following treatment of the problem, the job coach must monitor behavior changes to determine the effectiveness of the intervention.

This chapter has presented the methods for determining when to fade support and how to provide continued monitoring of the behavior. The second part of this publication presents four examples of programs that provide long-term support in a variety of settings.

Below are six common problems faced by job coaches and their workers. Each problem identified is matched with a method for on-going assessment and possible intervention strategies are listed in order of increasing complexity.

Problem Area: Low Work Rate and/or Work Quality

Methods of On-going Assessment - Employee evaluation, on-site visits, and telephone contact with supervisor.

Possible Intervention Strategies -

- Compare worker's rate/quality with that of co-workers through direct observation.
- Compare worker's current rate/quality against criteria established during initial training.
- Review work rate/quality demanded by the employer.
- Talk with co-workers to find out their perceptions of the problem.
- Discuss problem with the worker.
- Collect data on worker's on-task behavior and job sequencing which may affect work rate/quality.
- Model acceptable rate/quality for the worker.
- Arrange for worker to practice acceptable rate/quality.
- Implement a behavior program to raise worker's work rate/quality. Two examples are: (1) Have the worker complete a task before a timer sounds. After the worker is able to complete the task in time, gradually shorten the time until the worker can match the rate of co-workers. (2) Have the worker record or chart his/her performance and talk about improving work performance before and after the work period

(Taken from Moon et al., 1985, P. 98)

Problem Area: Time Management on the Job Site

Methods of On-going Assessment - Employee evaluation, on-site visit, and telephone contact.

Possible Intervention Strategies -

- Collect data on the worker's on-task behavior and sequencing of job duties.

86

- Talk with co-workers to find out their perceptions of the problem.
- Review past time cards to obtain a baseline on the worker's meal and break times.
- Observe and record the worker's meal and break times to determine the extent of the problem.
- Discuss the problem with the worker and review the appropriate meal and break schedule.
- Talk to parents or group home counselors to find out if there is a problem at home that may be affecting the worker's job performance.
- Devise a pictorial checklist for the worker that indicates correct meal and break times in relation to job task completion (e.g., a cup of coffee paired with a clock indicating a break period immediately following a picture of a rest room being cleaned.)
- Implement a behavior program to improve the worker's time management on the job site (i.e., on-task behavior, job sequencing, taking meal and break times).

(Taken from Moon et al., 1985, P. 98)

Problem Area: Tardiness/Absenteeism

Methods of On-going Assessment - Employee evaluation, on-site visit telephone contact, parent/guardian questionnaire.

Intervention Strategies -

- Review worker's past time cards to determine extent of the problem and obtain a baseline.
- Talk with co-workers to find out their perceptions of the problem. Ask if the worker is avoiding work or seems unhappy on the job.
- Talk to parents/group home counselors to find out if there is a problem at home that may be affecting the worker's job performance.
- Discuses the problem with the worker and review the importance of promptness and good attendance.
- Elicit support from parents or group home staff to improve the worker's attendance.
- Collect data on worker's job sequencing and on/off task behavior that may be causing the worker to leave for work late.
- Arrange medical visit as necessary.
- Implement behavior program to increase work attendance/promptness.
- Teach worker to use an alarm clock if necessary

(Taken from Moon et al., 1985, P. 99)

Problem Area: Social Interaction

Methods of On-going Assessment - Employee evaluation, on-site visit, telephone contact and parent/guardian questionnaire.

Intervention Strategies -

- Observe the worker interacting and talk to co-workers to find out their perceptions of the problem.
- Talk with parents/group home staff to find out if the behavior occurs at home. Elicit their support to improve the worker's social behavior.
- Determine under what circumstances and how often the behavior occurs (e.g., the worker is overly friendly with customers while busing tables; no problem is observed while the worker is in the dishroom).
- Discuss the problem with the worker and review appropriate social behavior while on the job.
- Model appropriate social interactions for the worker.

- Educate co-workers about appropriate interactions with the worker (i.e., what is acceptable, what should not be tolerated).
- Implement behavior program to increase appropriate/decrease inappropriate social interactions.

(Taken from Moon et al., 1985, P. 99)

Problem Area: Grooming

Methods of On-going Assessment - Employee evaluation, on-site visit, telephone contact, and parent/guardian questionnaire.

Intervention Strategies -

- Discuss problem with worker and review appropriate dress and hygiene while at work.
- Talk with co-workers to find out their perceptions of the problem.
- Elicit support of parents/group home staff to improve the worker's appearance.
- Devise a grooming checklist for the worker using pictures if necessary.
- Initiate a grooming program to teach the necessary skills
- Implement a behavior program to improve grooming.

Problem Area: Change in Management

Methods of On-going Assessment - Employee questionnaire, on-site visit, telephone contact, and parent guardian questionnaire.

Intervention Strategies -

- Explain program and worker's history with the company.
- Inform the new manager of the federal tax credit they are receiving on the worker, if applicable.
- Explain the availability of job site training and staff intervention whenever necessary.
- Increase visits to the job site for a while to establish rapport and build confidence of the new manager

(Taken from Moon et al., 1985, P. 99)

Rise, Incorporated

Material provided by
Becky Schirber and Carolyn Claros

Rise, Inc. is a private, nonprofit agency that provides vocational evaluation, training, employment, and job placement services for adults with disabilities. Its headquarters are in the northeast Minneapolis suburb of Spring Lake Park. Rise has been offering supported and transitional employment opportunities since 1977. Although Rise continues to offer more traditional habilitation programming, such as sheltered employment and work activity training, more than 75 per cent of the people Rise serves on a daily basis participate in community-based training and supported employment programming. Rise has received several state and national awards in recognition of its innovative and progressive programming. Rise's transitional and supported work models are described in the publication, The Industrial Work Model, written by Program Manager Don Lavin and Executive Director John Barrett and published by MDC.

This report discusses two of Rise's supported work programs. One is offered exclusively for persons with severe and persistent mental health problems and the other was designed for persons with developmental disabilities. Both programs serve their participants in community-based sites located in "host" businesses throughout the Twin Cities metropolitan area. Training is offered in a variety of vocational skill areas and industrial production positions. Job placement and follow-up services are offered to those people successfully completing a training program and who qualify for supported or competitive employment.

Program Descriptions

Philosophy

Rise has incorporated a wholistic approach into the design of each of its 15 vocational rehabilitation programs. Rise's vocational trainers and counselors consider and address all aspects of an individual's life when developing vocational planning.

Interviewer: "The impression I am getting is that even though you focus on vocational skills and behaviors, you also are concerned with the total individual."

Rise: "You have to be because there are many times that personal aspects influences a person's work behavior. For example, a woman who had been working successfully for three years recently needed some job follow-up when she moved from her parent's home into her own apartment with a roommate. Her employer called us because he was concerned with her job performance as she was falling asleep on the job. We first got the woman a physical examination to rule out any medical problems. Then we investigated the living situation and found out that her roommate was a night owl and was keeping her awake at nights so that she had trouble getting up in the morning. The personal problem, in this case, was directly affecting her success on the job. We helped her solve the problem and she is still working today."

Population Served

As previously mentioned, Rise's two supported and transitional employment programs serve two separate populations. The Community-Based Training and Employment (CBTE) Program serves individuals 16 years or older who have a diagnosed developmental disability yet have identified potential for succeeding in a supported or transitional employment program and achieving a community employment outcome.

These individuals usually receive follow-up services from a Rise staff person for a minimum of one year. During job placement and follow-up, "the follow-up staff person needs to make sure that both the employer's and the new employee's concerns are addressed quickly and completely. You need to know the background of the individual very well, especially his or her strengths and weaknesses. Any on-going instruction, counseling, and support not provided by the company's personnel is given by the Rise staff. There may be situations when you need to recommend appropriate adjustments which would better accommodate the worker in the work place. You need to be certain that the worker will not be exploited or mistreated in the new work place and serve as an advocate on behalf of the worker."

"People with severe and persistent mental health disabilities may need a different thrust in their job placement follow-up. Sometimes they just need to know someone is there or a phone call away, willing to listen and be of help if needed."

Staffing

Rise's Supported Employment Program for persons with severe and persistent mental illness uses the same staff person for job development, placement, additional on-site training which is needed and follow-up. The supported employment program for persons with developmental disabilities has staff who do job development and placement and in some instances may access a group of job coaches.

"The follow-up person provides the support which may increase the individual's job stability, satisfaction, and retention. To do this, you need to know background about the individual, his or her training experiences, and what the job requirements are. Time is also spent helping to educate the new employer and co-workers so that everyone is comfortable with the accepting of the new employee. A follow-up job coach can assist the employee through one-on-one training, job orientation, and task analysis. You need to be aware of any work site accommodations which might need to be done. Other work-related issues such as transportation, break times, and bathroom privileges need to be worked out, too, so that nothing impedes the individual's performance on the new job. A job coach provides support to the employee and the employer and may serve as a liaison if so needed."

"At the core of this general set of job duties for a job coach is Rise's philosophy of keeping open communication between everyone in the individual's placement. For example, the job coach uses a recording form (Figure 11) to record contacts with the worker. These are then used by the follow-up staff person to obtain critical background information."

Follow-up personnel generally serve about 20 people at a time in their case load. As the workers become more secure in the job and the community, follow-up services are gradually reduced and faded out.

"When I initially start follow-up services for a worker, I make sure I'm there at least twice weekly. If the person is doing well, I reduce my visit to once a week and also talk to the employer. As time progresses and things continue to go well, I reduce my contact to a phone call. Then I ask them to call me if there are problems such as grooming and hygiene, absenteeism, calling in late, not getting along with co- workers, etc. Follow-up services then are offered on an as-needed basis."

Assessment

Follow-up staff are encouraged to know a worker's job history as well as their medications, strengths and limitations, social needs, and other facets of the individual's life which may affect their job performance. Assessment, then, becomes very practical and deals with the worker's needs as they relate to a specific job, especially for those people with mental health disabilities.

Some areas a follow-up person might ask about by multiple questions include:

- What are the vocational stressors you need to avoid?

Figure 11

JOB COACH RECORDING FORM

JOB COACH:

PLACEMENT PERSON AND OFFICE:

CLIENT:

ADDRESS:

TELEPHONE:

EMERGENCY NUMBER:

COMPANY:

ADDRESS:

TELEPHONE:

CONTACT PERSON:

DEPARTMENT:

THE WEEK OF:

HOURS:

TYPE OF JOB:

DISABILITY:

SPECIAL CONSIDERATIONS:

COMMENTS:

- What are the vocational things you need to look for?
- What kinds of things are reinforcing for you?
- Are you getting a job for the money only? Or are you getting a job to keep busy?

"Follow-up personnel need to spend a lot of time just getting to know the person and help make them more aware of themselves. I review their past work experiences, if they have one, and find out what kinds of jobs work well for them. I also need to find out what kinds of things to avoid — like early hours, jobs related to food, male bosses or female bosses. What I'm striving to do is help the person really know more about themselves so they can then pick a job they'd be comfortable in rather than just getting any job."

Job Development and Placement

Program staff encourage job seekers to activity look for their own jobs. "I think it's very important for the individual to know how to look for and find their own job. Three years from now when they're ready to move on, they will have the skills they need to find a new job. They can remember how they did it, what they looked for, so they don't have to feel they're stuck in a job for the rest of their life. People need to realize that some jobs can be stepping stones to other jobs."

The amount of placement assistance depends on the needs of the worker and the employer. The worker is coached as to how to handle himself or herself in job interview and how to effectively answer a variety of questions which may come up. Many persons with mental or emotional problems prefer to find their own jobs and do not want to be identified with an employment program such as Rise's. In these cases, follow-up services are usually conducted after working hours.

Common Problems Encountered During Training and Follow-up

Because employment is replete with challenges in regard to work skills, social competencies, and emotional tolerance, things can and do go wrong periodically. Training and follow-up staff are aware of most of the potential problems — the most common of which are behavioral problems, job skills, production speed or rate, time management, changes in job duties or living arrangements, hygiene, boredom, and medication.

Job Modification - During training or follow-up the individual may need assistance to physically do the job correctly. Consider this example:

"We had a woman doing clerical work at the University of Minnesota who had difficulty getting papers together neatly so she could pick them up. The job coach got a plain box, put the papers in it, and then gently shook the papers until they were all neatly together. Then the woman could pick them up. The solution to this work problem was not costly—it just required some imagination and creative problem-solving to give the woman an `edge' as to what she needed to do."

Speed of Production - "Sometimes, we find that our workers do not work up to the competitive rate or speed. There are many different issues regarding speed and we deal with them on an individual basis. Speed is often closely related to how the person manages his or her time during the day."

Time Management - "Time management is big issue. For example, a certified nursing assistant had been trained in a vocational training program in which they did not have much hands-on experience. The woman got a job working in a nursing home and did not have the background of being able to handle 10 or 12 patients at a time. A follow-up person will need to teach her how to do that. A person also needs good organizational skills in most jobs. Many workers we have do not know how to organize their time and save steps, nor can they prioritize their tasks. Figure 12 is an example of a sheet used to schedule the daily duties of a janitor.

"Sometimes we need to be very specific with the worker to help him or her manage time and put together a list of what the exact priorities are and the exact time they have to get it done. They need to keep a check on themselves and learn to save time on one task if they are falling behind in another without compromising the performance quality."

Figure 12

JANITORIAL - WEEKDAYS - 11:00 - 7:30 P.M.

11:00 - 11:55:	Vacuum and steam clean living areas or bedroom (alternate weekly).
11:55 - 12:10	Break
12:10 - 1:00:	Sweep and mop all bathrooms.
1:00 - 2:30	Sweep and mop all dining areas, kitchen, staff stations & laundry rooms.
2:30 - 3:15:	Remove trash from entire building, including outside of recreation room door.
3:15 - 3:30:	Break
3:30 - 4:00:	Vacuum hallways, offices, breakroom and the family/library room.
4:00 - 4:45:	MONDAY - Clean kitchen and laundry room, trash & diaper containers.
	TUESDAY - Clean bathroom trash containers.
	WEDNESDAY - Sweep and mop nurses office and the food storage room.
	THURSDAY - Clean public bathrooms, breakroom and needed office trash containers.
	FRIDAY - Clean all janitorial equipment, mop buckets, ringers, large trash barrel, sink and floor.
4:45 - 5:45:	Sweep and mop all bathrooms, including the public ones.
5:45 - 6:15:	Dinner break
6:15 - 6:30:	Remove trash from kitchens, public bathrooms and breakroom.
6:30 - 7:30:	Sweep and mop all dining areas, kitchens and staffing stations.

"It might be something as simple as not doing a lift correctly, thus wasting time, or making too many trips to the linen room. If they don't understand directions, you may have to take polaroid pictures and make a picture book for them to follow. If they don't have a concept of time, set a timer and have them try to beat their own time. It just takes some creative thinking and different things work at different job sites."

Changes in Job Duties and/or Management - The earlier chapters mentioned several times that, due to problems in generalization, many persons with disabilities have a difficult time adapting to new situations. Because no job remains the same forever, the worker must adapt to changes. Excessive absenteeism and tardiness are often an indication that the worker is not happy on the job; job changes can be a large part of this problem. Follow-up services usually need to be intensified during these periods of change.

"If the job has expanded or if a task has changed, you may need to go in and do training for a new part of the job. The employer doesn't always realize that some persons with disabilities may take a long time to train or that they may need some specialized training. They may just walk up to them and say, `Well, tomorrow you going to do this, OK' The person says `OK,' but he or she really doesn't know how to do it. So a problem develops. Changes in the job description should be recorded so that they can be used for future training and follow-up."

In addition to job duties, supervisors and managers often change. "We find this in many industries, but especially in food service. A person has been trained to be a salad maker and there is a new manager in the fast food chain who treats this person differently. It may be as simple as going in and talking to the manager and explaining that the person is in a follow-up status, this is his or her disability, and this is how you need to deal with it."

Hygiene - This is one of the most persistent problems during follow-up. Here, there are numerous approaches such as developing individual hygiene checklists for the worker to refer to prior to coming to work (Figure 13).

Although there are many approaches to informing workers about a lack of hygiene, a simple, direct approach is often used. "You need to discuss it with the individual frankly and be specific. You may also need to contact the parents or the group home staff so they can be aware of the situation and help the individual to follow through on what he or she needs to do to be clean and well groomed."

"I've probably stepped on some toes, but I haven't had any real complaints. A direct approach doesn't work until have gained the confidence and respect of the person, the parents, and the group home. The person has to believe in you and believe that you are really there to help. Once you gain that trust and respect, however, you have to be careful that you don't impose your own personal ideas and values on the individual. You can only go so far as to keep them working successfully on that particular job and fitting into the work force."

Boredom - Because of limited experiences, personal, and financial resources, Rise staff realize that many workers have employment and living problems because they are tired of the everyday routine and are bored. The following conversation was between a worker and a Rise staff person:

Worker: "I'm bored at work."

Staff: "Why are you bored at work?"

Worker: "Because all I do is go to work."

Staff: "What kinds of things do you do other than work?"

Worker: "Well, I don't do anything."

Staff: "Do you watch television?"

Worker: "Yea, I watch TV."

Staff: "Do you ever go out for a walk? Do you have friends that you have coffee with or go to a movie with?"

Worker: "No, I can't afford to do any of that."

Staff: "What kinds of things can you afford to do? You think you might be bored because you don't do anything at home and you don't do anything at work? Is there a way you can do some things on your off time so that you have a little excitement in your life? This will help you stay at your job. Are you bored with your job or are bored with your life?"

Worker: "When I got the job I was willing to take the bus because I thought I could afford a car soon and now it is later and I still don't have a car. I'm sick of this job and I'm sick of taking the bus."

Staff: "What can you do? Are you checking with co-workers in the neighborhood to see if you could ride with somebody? Is it important enough for you to keep this job? If you continue to take the bus, what can you do about this? Do you need to quit your job just because you're sick of taking the bus?"

Supervisors - The interaction between the supervisor and the worker is a major consideration in keeping a job. During job interviews the worker is encouraged by staff to carefully consider if they could work for that person for a long period of time.

Providing Follow-Up Services

Follow-up services are provided during and after fading. Follow-up is provided for at least one year in the program for persons with histories of mental illness and there are no time lines set for those with developmental disabilities. The needs and wishes of the worker and the judgement of follow-up staff usually determine the nature and extent of follow-up services.

Figure 13

Grooming Checklist

Night Before Work:	M	T	W	Th	F
Take a shower					
Wash hair with shampoo					
Lay out clean uniform for work					
Morning Before Work:					
Put on deodorant					
Put on					
1. Clean underclothes					
2. Socks					
3. Uniform					
4. Suspenders					
5. Glasses					
6. Belt					
Tuck in shirt					
Check to see if all buttons are buttoned					
At Work					
Check appearance in bathroom:					
1. Before starting work					
2. After lunch					
- button shirt					
- comb hair					
- tuck in shirt					

Procedures

Before a staff person begins providing an individual follow-up services he or she needs to gather detailed information regarding the person's disability, medications and side effects, current medical needs, and personal information. These staff also review information about the job and the work environment such a task analysis, wages, training methods, supervision, and co-workers. Rise also has a vulnerable adult plan for some workers.

After the staff is familiar with the worker, the next step is to become familiar with the employer and his or her evaluation of the worker. These evaluations are used to determine if intervention is needed and if retraining is required to increase the worker's production. During this period, follow-up staff carefully observe the worker to determine: (1) if any job site modifications are required; (2) effective use of time; (3) the relationship between the employer and worker; and (4) the relationship between the employer and other co-workers. During this period, the follow-up staff person acts as an advocate for the worker.

Potential problems are often uncovered through site visits, employee evaluations, contacts with supervisors, and parents and guardians. When problems are apparent, "the follow-up person needs to find out very quickly the specific nature of the difficulty and devise a strategy to deal with it effectively. You could begin by getting detailed information of what the employer perceives to be the problem and then talk to the worker to get his or her perspective. Then you have to determine what the problem really is. You may need to observe the worker to see the nature and extent of the difficulty. You will probably need to get information on more than one occasion so you can develop an objective picture of the situation."

"Then you need to determine appropriate interventions to correct the problem. The problem could be solved by something as simple as a conversation with the worker or with the employer and co-workers. You may only need to bring to light some information to make the people involved aware, or you may need to do something more extensive such as design a behavior modification program or do some retraining."

Follow-up procedures differ with the needs of the worker and the job site. "It's a lot of trail and error. You need to deal with personalities, the disability, the skills, and the job. You have to make the person believe that they can do it. That's the key to it—get the person to believe in themselves—and then standing by with the support and the encouragement they will need to continue.

Although some follow-up services focus on skill training and methods of increasing production, staff are aware that "people often lose jobs, not because of job skills, but often because of job behaviors; i.e. not getting to work on time, not getting along with co-workers, or not staying on task. Being able to produce is usually not the problem."

The frequency and length of contact is dependent on the needs of the worker as determined by the employer, the worker, and program staff. "Some people require frequent follow-up and others only need it sporadically. Follow-up may mean a phone call a month to one person and two or three visits a week to another."

"We let the employer determine how much intervention they really want. It would be ideal to set up a system in which a person placed would be visited three times a week. But that doesn't work. Employers get tired of seeing you, and if things are going well, they don't want you there and they often will tell you that. I do make sure, however, that when that happens I say this to him or her:

> 'I understand you don't want any interruptions on the job. Please do me a favor, though, and should a problem arise, call me before you do anything with the worker; I would like to be there. We could hold a meeting, but please do not terminate someone before you notify me first.'

For persons with mental retardation, the general trend is to gradually fade follow- up services and provide only those support services which are essential to job retention. Part of the reason for this decision is funding limitations and another is case load restrictions. Workers and employers are told, however, that if they need assistance to call — whenever — help is always available. In summary, follow-up services involve working closely with the worker and often with the employer. Interventions are made as soon as a problem becomes obvious. The frequency and length of the contact is largely driven by the needs of the worker.

Advocacy with Employers

"The advocacy role is intermingled with everything; you have to advocate for your client in everything. In educating the employer, you need to tell him or her that there are certain limitations and they need to have an open mind about those accommodations. When you are talking about a salary, a lot of times the employer will not offer the regular rate of pay thinking the individual will not be able to do this kind of work. The job coach needs to advocate for the individual and make sure he or she gets a fair wage."

"Some employers are willing to go far to assist the worker. I just had an employer who completely remodeled the bathrooms and built a ramp to make the entire building accessible for a worker in a wheelchair. You can't be demanding and offensive, but need to see that the individual's rights and needs are met fairly."

Parents and/or Guardians

"I like to meet the parents early on and let them know the kinds of services I provide for their son or daughter. They need to assured that I'm working for the individual, but they have to be involved and supportive, too, and be willing to work on problems which may come up. We need to work together to see the person is successfully and happily employed."

Failures

Even with continuing support, not every worker become a successful employee. Like all other human service programs, Rise has experienced some failures:

"I've only had one worker who had been in follow-up for quite some time quit work. I was following up with monthly phone calls and the individual said she just didn't want to work any more. She was angry and confused and dealing with a lot of personal problems, too. I worked with her for several months trying to alleviate the situation, but it just didn't work out. She wasn't fired, but allowed to quit. I stressed to her that she had been a good employee, was capable on the job, had good attendance, and was pleasant on the job. This happened now, it's unfortunate, but perhaps some time in the future when you're feeling better, we can find another job. I left the door open for her to come back for placement services."

In conclusion, these two Rise programs provide transitional and supported work services for persons with mental retardation, physical disabilities, and mental illnesses. Follow-up services are offered by specific staff who work with the individual after job placement and training. Although support focusses on providing vocational assistance, a wholistic approach is followed. Follow-up services and procedures are based on the individual needs of the worker and employer.

SPRC

Material provided by:
Laurie Wulff, Job Development/Placement Specialist

SPRC is a large urban facility providing a variety of rehabilitation services for children and adults. Located on edge of downtown St. Paul, Minnesota, the facility offers vocational evaluation, work adjustment, placement, sheltered employment, and supported and transitional programs. SPRC has a long history of providing responsive services to the community of St. Paul and surrounding communities.

The community is a large urban area with mixed manufacturing, warehousing, wholesale and retail trade, service, government, and banking and finance industries. The area is also served by an excellent system of public schools, vocational-technical schools, and public and private higher education. The population of the metropolitan area is over two million persons.

Philosophy

As with most other supported work programs, STEP (Success Through Employment Program) is based on a holistic philosophy that derives from the observation that the worker's life does not end at the end of the shift.

> "It is a real holistic thing. We look at everything; at different times different things are important. It can change from school to more personal things and then to more vocational things."

Because of the nature of mental illness, the follow-up staff person is not always able to provide all the answers. Often this person will call for outside assistance for the worker in a difficult situation: "If it gets out of our league we definitely get hooked up with the appropriate source."

Population Served

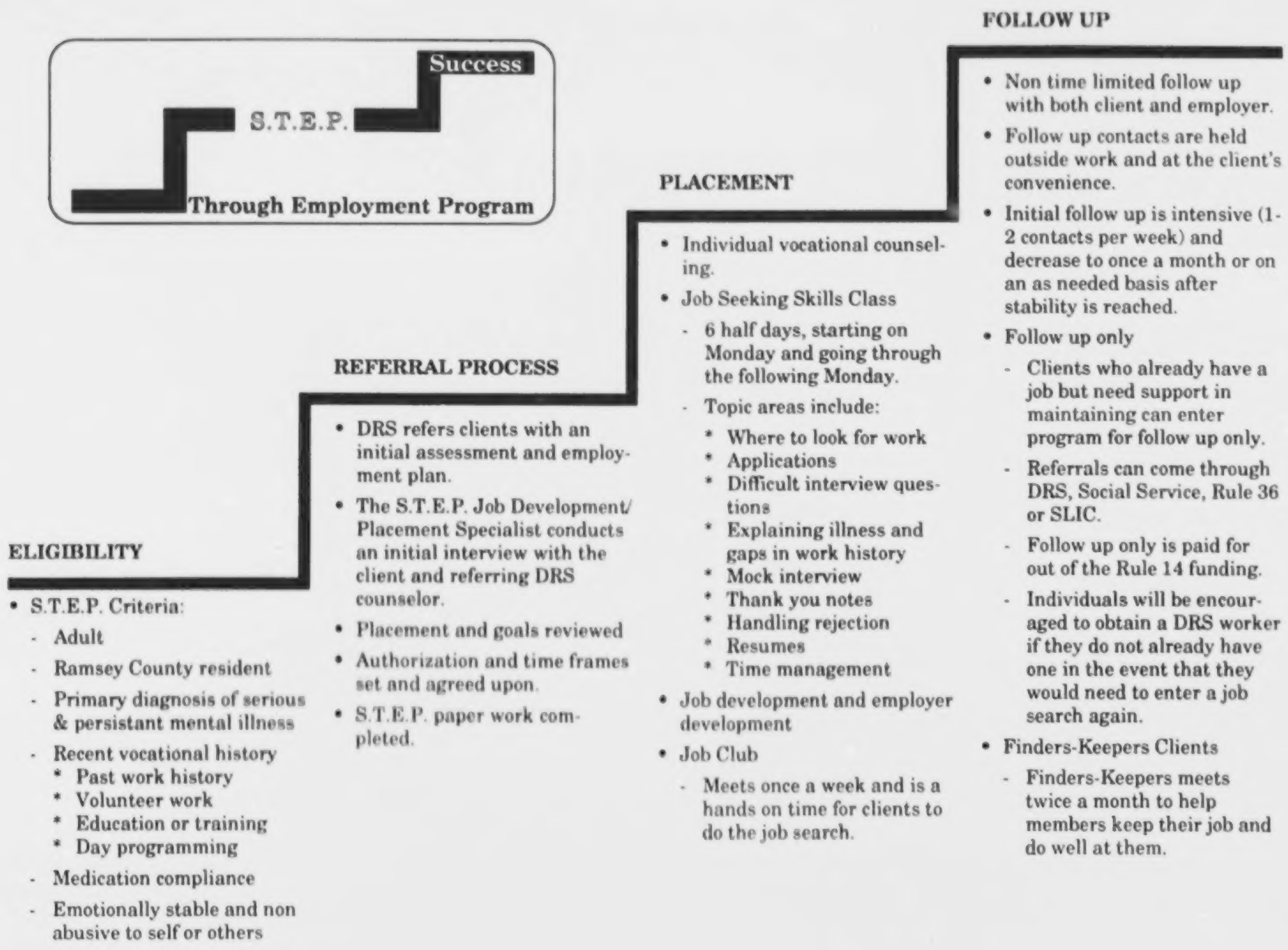
The STEP supported work program described in this section serves persons with chronic mental illness. Clients are usually in their upper 20's or 30's with a history of mental illness that goes back to childhood. Most have either no employment histories or very limited histories. Chemical dependency is a common secondary disability.

The STEP Process

The STEP program is a four phase program where eligible persons are referred, placed, and provided follow-up services.

Eligibility

The initial phase is to determine eligibility (See Figure 14). The program has the following admission requirements: (1) The person must be a legal adult. (2) They must reside in Ramsey County (i.e. St. Paul and surrounding suburbs.); this is important because the county pays for the long term follow-up services. (3) All workers must have a primary diagnosis of a serious and persistent mental illness. (4) In order to increase the rate of success, the workers must have a some form of scheduled work or work-related activities, such as past



ELIGIBILITY

- S.T.E.P. Criteria:
  - Adult
  - Ramsey County resident
  - Primary diagnosis of serious & persistant mental illness
  - Recent vocational history
    - * Past work history
    - * Volunteer work
    - * Education or training
    - * Day programming
  - Medication compliance
  - Emotionally stable and non abusive to self or others

REFERRAL PROCESS

- DRS refers clients with an initial assessment and employment plan.
- The S.T.E.P. Job Development/ Placement Specialist conducts an initial interview with the client and referring DRS counselor.
- Placement and goals reviewed
- Authorization and time frames set and agreed upon.
- S.T.E.P. paper work completed.

PLACEMENT

- Individual vocational counseling.
- Job Seeking Skills Class
  - 6 half days, starting on Monday and going through the following Monday.
  - Topic areas include:
    - * Where to look for work
    - * Applications
    - * Difficult interview questions
    - * Explaining illness and gaps in work history
    - * Mock interview
    - * Thank you notes
    - * Handling rejection
    - * Resumes
    - * Time management
- Job development and employer development
- Job Club
  - Meets once a week and is a hands on time for clients to do the job search.

FOLLOW UP

- Non time limited follow up with both client and employer.
- Follow up contacts are held outside work and at the client's convenience.
- Initial follow up is intensive (1-2 contacts per week) and decrease to once a month or on an as needed basis after stability is reached.
- Follow up only
  - Clients who already have a job but need support in maintaining can enter program for follow up only.
  - Referrals can come through DRS, Social Service, Rule 36 or SLIC.
  - Follow up only is paid for out of the Rule 14 funding.
  - Individuals will be encouraged to obtain a DRS worker if they do not already have one in the event that they would need to enter a job search again.
- Finders-Keepers Clients
  - Finders-Keepers meets twice a month to help members keep their job and do well at them.

Figure 14

work history, volunteer work, education or training, or a day program. (5) If on medications, they must be taking these on schedule and complying with physician's directions. Finally, they must be emotionally stable and non-abusive to themselves and others.

Referral Process

One of the unique features of the program is the referral process. "People can come into the program two ways, they can come in through the state Division of Rehabilitation Services (DRS) for placement and follow-up, or they can come in if they already have a job and if they feel they need that support to maintain their job. If they lose their job they would have to go through DRS to get funded to get placed again."

Clients with mental illness are referred from DRS with an initial assessment and employment plan. After case review, the worker is interviewed by the STEP placement specialist and the referring DRS counselor. During this and other discussions, the placement goals are reviewed and revised as needed. Once the goals and the length of time needed to reach these goals are determined, DRS agreement, approval, and authorization are obtained. Finally, all program paperwork is completed.

Placement

The placement phase begins with individual vocational counseling during which the worker's immediate and long-range goals are determined. Often this process involves having the worker establish realistic goals. These goals are then used in the next placement phase - job seeking skills class. This six half day program covers the following content: where to look for work, applications, difficult interview questions, explaining illness and gaps in work history, mock interviews, thank you notes, handling rejection, resumes, and time management.

Job development begins and continues through the interview process. The amount of assistance given the worker at this point depends on the needs of the workers. "If they're able to do a job search on their own I don't intervene at all. I will help with resume, cover letters, I'll help them with the typing, I'll help organize the places to look for work. I'll practice interviewing with them, whatever it is they need. The client may not be able to do a whole lot of that on their own. Then I'll start getting more involved helping them find each lead and make sure that they contact them. Ask them how it went after each one, get more involved and they do a lot of development. Even if I do the development, I still make the client contact. So, it feels like to them that they had to do all the of work. However, I've done a whole lot of meeting with that employer first..." "I may have to do a whole lot of job development, but the client still did interview. The employer would still hire the client, not me; so the client still feels like he got the job. I didn't get it for them."

Ms. Wulff gives the following example of job development and of some of the problems that happen within the context of job development: "I have a situation where I worked with a man who was looking for a dish-washing job. It took him four months to find a part-time dish washing job. I did a lot of job developing on that one. The client went in, did the interviewing, etc. At first he'd say:

'You're a placement person, you are supposed to give me a job.'

He was going to tell my supervisor I wasn't doing my job because I didn't get him a job. It took him a long time to realize that he had to do it himself. As soon as he started working, I continued right along side with him. As soon as he'd stop, I'd stop because I wasn't going to give it to him. He's working right now, but still when he has a rotten day at work or if things are going really bad he says:

> 'That's it I'm leaving. I'm quitting this job.'
>
> All I have to say to him is: 'That's fine. Let's see, how long did it take you to find your last job? Four months.'
>
> He kind of smirks. Immediately he says: 'Ok, I'm staying I'm not going through all that work again.'

It's his job, he has an investment now. Even though in that case, there were the two staff, and we met with that employer four or five times told him about him his strengths and weaknesses. The client went in and interviewed; the client went in and second interviewed. We talked with the employer after each interview and found out how it went, pointers, etc. So, we ended up doing a lot of work, a lot of formal development. But, the client still felt he had to do a lot of that work. It depends on each client if they need that or not, or if they can do it on their own."

The final placement aid is a job club. Based on the Azrin model, this club provides peer and staff support during the process of locating a job.

Follow-up Services

Although the amount of contact varies based with individual needs, follow- up services are provided for as long as needed. In addition, the frequency of services is decided by staff and the worker.

Procedures - "We meet where the client wants to meet, out in the community, go for a walk, go for a cup of coffee, or wherever makes them feel comfortable. Generally, we don't meet here at our offices; if I wanted to meet somebody socially, I wouldn't want to go to their office. Contacts begin right after they get a job. Often there is a lot of nervousness about starting a new job, being concerned with things like not knowing where the bathroom is, where to take breaks, and remembering names. This can be very stressful, especially if the person has mental illness. For example, there was a woman who just started a job in the clerical department. It was her second day at work and we were having lunch. When she picked up her tray, she blushed, and she said:

> 'Nobody told me how to get back to my work station.'

She couldn't remember, she got up, and there were a lot of hallways leading into the cafeteria. She couldn't remember her way back. Because she had low self-esteem, she felt that people would immediately blame, not being able find her way, on her illness. So, you can't ask, we had to walk around for twenty minutes trying to find the right hallway getting back through the maze."

"In the beginning we might be with a person two or three times a week. We would definitely at least make a phone contact after the first day of work, if not in person."

One of the most practical concerns is determining how many follow-up contacts to make during various phases of the follow-up process. Program staff rely on worker suggestions and needs before deciding on a schedule.

Usually we ask the worker; they may have the best answer. They say, 'Once a month' and if it's the first week, I probably will strongly disagree. Then I say:

> 'How about if we start out maybe at least just once a week? Will you do that for three weeks and then we'll review it then.'

Because I want to give them a little bit of power over the situation, I don't say 'No' directly. Then we give them some examples of why and really encourage them to allow more follow-up. However, if they're insistent, then I'd go with what they want, and maybe make some phone calls in between. Generally, because we've been working together closely during this time, rapport is already built and the contacts are many. We meet in the community for a cup of coffee. If they take the bus they just love it if you come pick them up after work, and give them a ride home. Maybe stop at a park on the way, take a walk in the park, and talk about it. It saves standing out in the cold and doing two bus exchanges. Because we have to work when the clients are not working which often times means late night contacts, our follow-up people often end up working crazy hours."

"As time goes on contact will go down to once a week, every other week or whatever it is, depending on how the client is doing at work; how sure they are of themselves. We work on building self-confidence and not developing dependencies. Pretty soon, I'm meeting you once a week, but it might just be because it's fun getting together. Often, we encourage them to go down to once every other week - trying to get it down to once a month."

These contacts are recorded and reported in the "Follow-Up Monthly Report Format" (Figure 15). These reports are completed once a month. The report contains information on the number of contacts and meeting places. Summaries of these meetings and telephone contacts are recorded. If the employer is contacted, in-person or by telephone these contacts are also summarized. Goals and notes on the worker's performance in the job club are also included. Finally, the follow-up person includes notes and recommendations.

Figure 15

FOLLOW-UP MONTHLY REPORT FORMAT

(Prepare on a monthly basis from date of placement)

Date: __________ to __________

Client Name ____________________ SS# __________ Phone (home) __________

Placement of Employment ____________________ (work) __________

1. Number of Client Contacts: 1 2 3 4 5 6 7 8 9 10 # if more _____

   1.1 Frequency: ___ times/week

   1.2 Meeting places ____________________

2. Monthly Summaries:

3. Number Phone Contacts: 1 2 3 4 5 6 7 8 9 10 # if more _____

   3.1 Frequency: ___ times/week

4. Phone Conversation Summaries:

5. Number In-person Employer Contacts: 1 2 3 4 5 6 7 8 9 10 # if more _____

   5.1 Frequency: ___ times/week

6. Employer Contact Summaries:

7. Number Employer Phone Contacts: 1 2 3 4 5 6 7 8 9 10 # if more ______

   7.1 Frequency:______ times/week

8. Employer Phone Summaries:

9. Client Goals:

   9.1 Professional:

   9.2 Personal:

10. Job Club Notes:

11. Follow-Up Specialist Notes and Recommendations:

In cases where the employer is aware that the worker is in a special program, the supervisor often is asked to complete the "STEP Worker Productivity Checklist" (Figure 16). This checklist contains specific items on attendance and punctuality, dress and personal hygiene, responses to work, responses to supervision, work related abilities, and medical/mental health. Supervisors are asked often to complete this form at various intervals. The responses are carefully studied and compared to other information and to forms completed earlier in the follow-up process.

"We don't always give the follow-up form to the employer and ask them to fill it out. We will have them fill it out the first time. The second time we will sit down and chat with them briefly and based on asking them a lot of questions that are on the Worker Productivity Checklist will complete the form. So it doesn't feel like they have to do a lot of paperwork, we do not formally make them go through the whole thing. We may do it formally in six months. For example, one client works at a restaurant. Every time when the follow-up person and the client meet at the restaurant, the employer stops by and sits down for a couple of minutes and talks about how things are going. They have weekly contacts right now. The paperwork is only done for the formal times, but case notes are kept for the whole time. Whenever problems or situations arise, there is always employer contact to make sure that communication is clear. During these review times, employers may go over it with us to see how the client is doing. It varies from site to site, with how much the employer wants to get involved, and with how much the client wants us to get involved."

"Another part of our follow-up is that we do a formal follow-up report that goes out every month to all the service providers. If DRS, social workers, or living facilities are involved they are given a copy, it also goes into their file. It's just kind of a summary of what happened that month."

<u>Problems Encountered During Follow-up</u> - As with other populations and programs, "problems in dealing with co-workers are very common; this is typical for any of us. Somebody with a mental illness walks into a cafeteria and everybody is laughing and they assume that they're laughing at him. We talk about what else could it be. `How do you know they were laughing at you?' After while they're usually able to recognize this, or just maybe they weren't. `I'll check it out further next time.' That's the type of things we would do. Later on the co-worker thing might be fine."

"Probably more problems are non-work related rather than work related. If they are not addressed, then they become work related. One example is a man who washes dishes. I have often found out, with follow-up, that it's not when the client is doing a bad job that we need to intervene. Intervention often occurs due to non-work situations. It's usually like in a situation where the guy who does the dish washing. His father is in the hospital and in need of surgery. That has really thrown him for a loop. Because his mind is so preoccupied, he's having a real difficult time going to work and getting through work, making it there on time, and staying for the whole day. We're doing a lot of intervention right now, so he doesn't end up letting it get out of control, and take over his job. We are monitoring his medications, talking to his doctor, and talking with his case manager. We are keeping all the parties involved so that everybody knows what's going on, and everybody is doing a little extra observing watching for signs and symptoms. He seems to be doing quite well right now and is pretty good about recognizing his own signs and symptoms."

"It's especially hard for a client who has recently gotten a diagnosis of mental illness, and doesn't really know his or her signs or symptoms real well. The symptoms start coming on and they want to deny it, because they know how awful that first hospitalization was and they don't want that to happen again. It's very, very scary, so there's a lot of denial. It comes out as `I had a real bad stomachache today, my feet are real sore,' a lot of physical complaints other than what the truth is. They never say `I'm hearing voices again.' They deny it until they get to understand it."

"One common problem is the failure to continue the medications need to maintain emotional and mental stability. A worker obtains a job and begins to put his/her life in order and then decides that things are going so well that he/she does not need the medications. They stop taking the medications and after a short period, their whole life begins to fall apart."

There are times, however, when many problems cannot be predicted with a mentally ill population. Because these can arise at any time, the cornerstone of follow-up services must be a careful monitoring of the worker.

Figure 16

S.T.E.P WORKER PRODUCTIVITY CHECKLIST

Employer Follow Up Evaluation

Date ____________

Worker's Name ____

Place of Employment: ______________________________________

Review Period: 30 days 60 days 90 days 6 months (Circle One)

Evaluator's Name and Title: ________________________________

Worker's Job Title and Description: __________________________

____

____

Checklist Key: Y-Yes N-No U-Unknown NA-Not Applicable

1.0 Attendance & Punctuality	Y	N	U	NA
1.1 Has the worker's schedule changed during the evaluation period?				
1.11 If yes, explain: ____________ ____________ ____________	▨	▨	▨	▨
1.2 Is the worker absent more than one day/month?				
1.21 If more, how many days and reasons given ______ ____________ ____________	▨	▨	▨	▨
1.3 Does the worker give reasonable advance notice of appointments and/or days off?				
1.4 Does the worker call in ill according to company policy?				
1.5 Does the worker call in within 1/2-hour of starting time, if late?				
1.6 Does the worker punch in or otherwise arrive for work on time?				
1.7 Does the worker return from breaks and lunch on time?				
1.8 Do particular work assignments appear to affect attendance?				
1.9 Comments on Punctuality & Attendance: ______ ____________ ____________ ____________ ____________	▨	▨	▨	▨

Checklist Key: Y-Yes N-No U-Unknown NA-Not Applicable	Y	N	U	NA
2.0 Dress and Personal Hygiene				
2.1 Is the worker's hygiene satisfactory?				
2.2 Does the worker's clothing fit well?				
2.3 Is the persons's attire (including shoes) appropriate for the job?				
2.4 Does the worker arrive at work: 2.41 - Clean Shaven				
2.42 - Appropriately made up				
2.5 Comments on Dress and Hygiene: ____________	▨	▨	▨	▨
3.0 Response to work and work environment				
3.1 Does the worker remain at workstation until break time?				
3.11 If there is a general pattern of leaving work area, explain: ____________	▨	▨	▨	▨
3.2 Does the worker appear to enjoy his/her work?				
3.3 Does the worker appear to be relaxed in the work environment?				
3.4 Is the worker appropriately sociable?				
3.5 Is the worker familiar with the work environment?				
3.6 Does the worker complete assigned tasks?				
3.7 Comments on Response to work and environment ____________	▨	▨	▨	▨
4.0 Response to Supervision				
4.1 Is the worker's interaction with his/her supervisor satisfactory?				
4.2 Does the worker readily accept assigned jobs?				
4.3 Does the worker accept *changes* in assigned jobs.				
4.4 Does the worker *accurately* follow instructions given by supervisor?				

Checklist Key: Y-Yes N-No U-Unknown NA-Not Applicable	Y	N	U	NA
4.5 Does the worker accept suggestions and constructive criticism:				
4.51 - Without becoming angry?				
4.52 - Without becoming confused?				
4.6 Does the worker take the initiative to ask questions about work in order to improve job performance?				
4.7 Comments on Response to Supervision: ________	▨	▨	▨	▨
5.0 Work Related Abilities				
5.1 Is the worker's work quality generally acceptable?				
5.2 How does the worker learn new tasks? 5.21 - Trainer needs to show the worker once ____ 5.22 - Trainer must repeat training 2-3 times ____ 5.23 - Trainer must repeatedly show and correct worker ____	▨	▨	▨	▨
5.3 Does the worker *retain* information well?				
5.4 Does the worker use equipment/tools on the job? If yes, describe: ________	▨	▨	▨	▨
5.41 - Does the worker handle equipment/tools *safely?*				
5.42 - Does the worker handle equipment/tools competently?				
5.5 Does the job require abstract thinking skills?				
5.51 - Are the worker's thinking skills adequate?				
5.6 Has the worker modified assigned tasks in order to improve work performance?				
5.7 Does the worker express him/herself in a coherent manner?				
5.8 Does the worker make sound work judgements?				
5.9 Does the worker complete assigned tasks in a timely manner?				

Checklist Key: Y-Yes N-No U-Unknown NA-Not Applicable	Y	N	U	NA
5.91 - Does the worker exhibit any physical limitations				
5.99Comments on Work Related Abilities ____________	▨	▨	▨	▨
6.0 Medical/Mental Health 6.1 Have there been fluctuations in worker's performance?				
6.11 - If there have been fluctuations, please describe: ____________	▨	▨	▨	▨
6.2 How does the worker handle stressful situations? ______ Satisfactorily ______ With some difficulty ______ Not well				
6.3 Has worker become ill on the job?				
If yes, how often ____________ Please describe general complaints ____________	▨	▨	▨	▨
6.4 Has worker had lapses in attention?				
6.5 Does the worker take any medications while at work?				

GENERAL COMMENTS: ____

Witness the following account: "There is another man, who is dating a girl from whom he found out that one of her male friends is gay and is dying of AIDS. So, now he is scared that he has AIDS. This has very nearly caused him to lose his job, and it has nothing to do with his job. He can't think of anything else. We did a lot more talking and found out that he hadn't actually had intercourse with her; he had only kissed her. We got some information for him, and he's feeling much more confident now. It wiped him out for days. He looked awful, it really through him for a loop. He couldn't even buy a book about AIDS because he was so scared people would think that he was gay, or had AIDS. He had worked himself into circles. This intervention was not directly work related, but his fears were effecting his job performance."

When dealing with persons with mental retardation, one of the most common and most difficult problems was transportation. The STEP project, however, has not experienced many problems with transportation problems with persons with mental illness.

Intervention - Intervention is provided when required and is often related to worker advocacy. Because of the population served, much intervention and advocacy is aimed at providing workers and supervisors with an understanding of mental illness issues and how to react to the worker's behaviors. If there are problems, "we often times push to make sure the meetings are set-up, but a lot is left up to the client. There was one really sad case when an employer called up and said:

> 'You have to come down here. The person is losing it, she's running up and down the halls screaming frantically.' We had to go in and do an intervention contact with the police.

We did a full blown hospitalization intervention at the work site and she ended up going back into the job."

"We went into the employer afterwards explaining to co-workers what was going on. We did a little inservice on mental health and mental illness. Also, how to treat this person when she came back? The question is do you ignore her, do you say how do you feel or pretend like nothing happened? What do you do? So, we went in and did that type of training."

"There are times when there will be more intervention than others. A lot of it is just using your intuition of what their needs are; this is done by closely listening. Doing case management with the other people involved in their life and saying: `I'm seeing this, and I don't know if I should be concerned or not?' Watching patterns. Because chronic mental illness comes and goes, it is really recognizing for each individual what are their signs. Ask them,

> 'What are your signs? How do you know when your getting sick? What was is like the last time before you went to the hospital?'

So, we know what they typically do when they're decompensating. So we can recognize it immediately and, hopefully, there is going to be enough rapport so when we start seeing it we can say:

> 'Pat I'm real concerned. I'm hearing you say these things and there a lot of the same things you told me the last time before you went into the hospital. Is that what is really going on?'"

"Also, we're not just there during any intervention. We're also there so they can come in and say:

> 'Guess what? Today my co-worker pulled that same crap that he always pulls and I was assertive and I told him this is this or that.'

We can say 'Hurray.' Maybe the meeting was positive and not a single problem was talked about. So, we're there for both the positive and the negative."

Finders Keepers Group - This is name of a staff and worker support group that meets twice a month to discuss job problems and to offer advise to workers. There are two meetings, one at 1:00 PM for night workers and one at 5:00 PM for day shift workers. Established as a support group, Finders Keepers provides feedback on both the worker and staff.

"The Finders Keepers is for individuals who have jobs and are working on keeping them. It's a support group; they get together. The first half is talking about whatever is going on. Co-workers have time to say `Hi' to each other and give support to each other. They find out that their problems aren't different from everybody else's. It's pretty common to experience a lot of these things or they may have experienced them before. For example, problems with supervisors are common."

"The second half of the group is a more formal presentation to the group. For example, today's topic was problem solving and identifying whose problem is it. Is it my problem, is it their problem? Taking ownership of what's happening in your life and identifying when something goes wrong."

"It's a new idea. As far as I know there isn't any going on in Ramsey County like that. The workers own it. We ask that they give a small fee, a membership fee of 10 cents or a quarter, if they have the money. That money goes towards the buying of pizza or going bowling, whatever it is they want to do. It is their club, they own it, they take minutes. They decide the topic they want. We really try to make it their's. It's not ours, they're not doing it for us, they're doing it for themselves. What we're finding is that the people didn't turn up by accident or according to their work schedules. They're pretty well matched by their level of education and how articulate they are. So they are all just clicking together nicely when they finally get together. They say, `Hi, how are you?' They are very happy to see each other, which is not normal with the MI population."

"They don't want to be associated with other mentally ill. They want to be considered as workers. We're finding that these guys are just having a ball eating together, really enjoying it, laughing a lot, and having a real fun time. They're all getting support from each other. We provide coffee and cookies, as if we were in the a group. Often times the coffee and cookies are already there. Try to make it as normal, quote, unquote as we can."

In summary, the STEP program provides a individualized placement services and follow-up services to persons with mental illness. The program attempts to offer workers the opportunity for competitive employment with the maximum amount of independence, and in some cases anonymity, that is acceptable both to workers and program staff.

New Horizons North, Inc.

Material provided by:
Diana Strzok, Executive Director
and
Deborah Kovach, Program Director

New Horizons North, Inc. is a small vocational rehabilitation center in Ashland, Wisconsin. Located in the most northern part of that state on Lake Superior, New Horizons serves northern Ashland and Bayfield Counties. The population of these two counties is 30,000 people. There is 9,000 people in the City of Ashland and the major city in Bayfield County is Washburn with 2,000 people. About 7% of the population are Native Americans living on two Indian Reservations. The main industry in the area is logging and wood products. Although the major employer is the government, a significant portion of the economy is derived from tourism. The unemployment rate is regularly above the state and national averages.

History and Description of New Horizons North

"The agency began in 1968 through the efforts of two local ARC groups, one in Ashland County and one in Bayfield County. These parents decided they wanted something meaningful for their adult children to do during the day. It began in a church basement with volunteer help and eventually it became a nonprofit corporation. The program was initially a day services program, including crafts and adult daily living skills. Beginning with recycling, the work component was added in about 1974. We also operated two group homes. Our whole program was focused on activities within our agency. We had a very sophisticated day services program where we had three levels of classes from cooking, to writing, to crafts."

History and Description of Supported Employment Program

Date Started

"In 1981 we did a evaluation of ourselves to see if we were really providing the types of services people needed. Were we providing real opportunities for people to learn and grow, and to be seen as valued members of their community? What we found was that sometimes we were wasting peoples' time, and we were providing minimal vocational opportunities. We made significant changes in our program; that's when we got into supported work. We did not have support from the Unified Services Board to do that. We believed that people in the community are seen as valued members of the community by the occupation they hold. It was important to train people how to work. We got into supported employment before it was labeled supported work. We placed our two best people first, so we were sure we would be successful. They still are working. As a result of getting a job, they moved out of group homes and into their own apartments."

Population Served

New Horizons serves about 100 people with a staff of between 35 and 40. About 75% of the clients are developmentally disabled and about 25% are mentally ill. About 40 persons are in the supported employment program, the other 60 are served through a community support program for people who are chronically mentally ill. Currently about 25 persons are receiving various levels of support in community based jobs.

Staffing

Our staffing level has changed dramatically over the past two years. We started with one part-time person. We now have a Supported Employment Director, who spends 75% of her time in direct service as a vocational coordinator. There are also one and a half vocational coordinators doing assessment, job development, placement, initial training and follow-up. Figures 17 and 18 contain the job descriptions for the vocational coordinator and vocational training specialist. There are also the equivalent of two and a half job coaches. About 90% of the job coaches' time in spent in direct service.

"One of the major differences between a vocational coordinator and a vocational training specialist (job coach) is the type of clients they serve. Coordinators generally supervise clients who do not need large amounts of job coaching and supervision. We have the vocational coordinators do what we call `spot check.' They check in on the job sites at critical times when support is most needed. We use a job coach if on-going support is required. Job coaches support cluster sites where three or more people work in close proximity to each other, such as in the same building.

"Transportation is one of the problems we have in a rural community; we just have to go where the jobs are. We're trying to find jobs for people in their own communities and it's a challenge to coordinate that. It's also a challenge to get job coaches who live in that community, who have the skills, who have educational experience, and are interested in part-time work. It's difficult to supervise these job coaches because we drive for a hour and half to get there and back."

Assessment Prior to Placement

New Horizons does not provide the usual standardized evaluation services for potential workers. Instead, facility staff meet with the person, get to know him or her, and observe the potential worker within his/her surroundings. "We would go and visit the person in their home, or we take them out for a cup of coffee. We spend some time observing how they interact with people in the public and their manners, how they cut something with a fork and knife. We really spend some time in their own environments, some environments we feel are real natural to them..."

"We take an individual for a walk and then go eat somewhere with that person. We can see the speed at which a person does things and we can assess their fine motor skills while they are eating. We notice whether they pay attention to the waitress, or if they are oblivious to whatever happens. All kinds of information is available from going for a walk, eating with a person, or talking to their family. We can get so much more information from functional and situational assessments."

"An assessment would probably take anywhere from 15 to 25 hours. Fifteen if we have some prior knowledge of the person. Twenty-five if we want to spend half-days in their environment and do some checking with the important people in their lives. We also find out what they like to do and who they like to do it with. What type of environment do they fit best in? Then we spend some time writing." This information is recorded on Initial Assessment Information form (Figure 19), Vocational Goal Information Sheet (Figure 20) and the Conditions of Employment form (Figure 21).

"What we want out of that assessment is a summary of the person's strengths and ways in which they are going to need support on certain jobs. This includes recommendations for the types of jobs that the person possibly could do, and places where they possibly could work."

"We identify challenging behaviors... We also need to know their natural support system. For example, Art's assessment should include that he has a neighbor who sets his alarm so he can get up in the morning. He has a neighbor who dials the phone for him. He has another person reads notes given to him to make sure he is on time for appointments. Knowing these things are necessary to assure him success on the job. The vocational coordinator needs to know that we just don't say to Art, `See you tomorrow morning at 9:00.' He has support systems and we need to know how to use them."

"Transportation is always an assessment issue. Can they walk to places where they can possibly work? Is

Figure 17

JOB DESCRIPTION—VOCATIONAL COORDINATOR

The Vocational Coordinator is responsible to the Program Director.

Duties and Responsibilities:

1. Work with individual consumers, parents, guardians, residential providers, casemanagers, and significant others to develop and implement an Individualized Vocational Service Plan for each consumer on caseload.
2. Provide job development and modification services.
3. Provide on-the-job training services.
4. Provide job retention services.
5. Do initial job training and on-site supervision for individuals who require intensive levels of ongoing support.
6. Provide individuals with transportation assistance to include mobility training and coordination of scheduling of transportation services.
7. Do functional assessments.
8. Provide ongoing support and assistance to employers.
9. Maintain all consumer records to include written information required to do assessments, develop and implement Individualized Vocational Service Plans, provide development, training and retention services.
10. Attend and coordinate case review meetings for individuals on caseload, provide any necessary written reports, documentation of progress, etc.
11. Provide training in job-related skills to include general community functioning skills, recreation leisure skills to supplement work, mobility and communication skills.
12. Coordinate service provision with other service providers.
13. Attend job-related meetings and training.
14. Be available to work non-routine hours, as needed.
15. Other duties as assigned.

Qualifications:

Bachelors degree preferred

Ability to work effectively and in a professional manner with consumers, parents, other service provid ers, employers, other staff, etc.

Experience in working with individuals with developmental disabilities and mental illness.

Must have an insured vehicle to be kept in good working order and a valid Wisconsin driver's license.

Figure 18

JOB DESCRIPTION - Vocational Training Specialist

The Vocational Training Specialist is responsible to the Vocational Coordinator.

Duties and Responsibilities:

1. Provide on-site supervision to individuals who require continuous on-site monitoring.
2. Quality check work completed by consumers and insure quality for employer.
3. Implement data collection procedures to monitor consumer progress.
4. In conjunction with Vocational Coordinator, develop and implement plan for fading out, integration into the work place, ideas on adaptations, etc.
5. Develop and maintain positive working relationships with job site personnel.
6. Maintain all required written records on consumers in clear, accurate and timely fashion.
7. Provide training in job-related skills (i.e. mobility, personal care, structured activities, general community functioning, etc.)
8. Provide assistance to consumers in arranging for and utilizing transportation. Transport only if necessary.
9. Model appropriate work-related dress, habits, behaviors and attitudes.
10. Be available to work flexible hours, if necessary.
11. Participate in job-related training and meetings.
12. Other duties as assigned.

Qualifications:

Ability to work effectively and in a professional manner with consumers, parents, other service providers, employers, other staff, etc.

Experience in working with individuals with developmental disabilities and mental illness.

Must have an insured vehicle and valid Wisconsin driver's license.

Bachelor's degree preferred.

Figure 19

INITIAL ASSESSMENT INFORMATION

I. Personal Status

Name: ____________ ____________ S.S.#: ____________

DOB: ____________ C.A.: ____________

Address: ____________ Phone: ____________

Parents/ Guardians: ____________ Address: ____________

____________ Phone: ____________

Significant Other(s): Address: ____________

Phone: ____________

Access to Transportation: ____________

Current Residential Status:

Current Financial Status: (Include MA/SSI Information)

Brief Description of Disability:

List of Services (other than vocational) Needed:

II. Medical/Physical Characteristics

A. Method of mobility

B. Communication system

C. Visual information

D. Auditory information

E. Motor skill information

F. Other (e.g. positioning, medication, allergies, activity restrictions.

INITIAL ASSESSMENT INFORMATION Page 2

III. Behavioral Characteristics

A. Relationships with others/sociability

B. Verbalizations/Vocalizations

C. Other specific behavioral skills/deficits

IV. Learning Characteristics/Preferences

A.

Learning Characteristics/ Preferences	Check if Applicable	Comments
1. Solitary Activities		
2. Sedentary		
3. Active		
4. Visual		
5. Auditory		
6. Tactile		

B. Ability to take direction from a variety of persons

C. Ability to adjust to changes in routine

D. Initiative

E. Ability to retain information/skills learned

F. Variability in performance

G. Things that are reinforcing

V. Work Related Skills

A. Reading

INITIAL ASSESSMENT INFORMATION Page 3

B. Money

C. Time telling

D. Other academic skills

E. Personal care/grooming

F. Recreation/leisure skills related to work

G. Pedestrian safety

H. Transportation

I. Purchasing skills

J. Other

VI. Client Preferences for Vocational Placement

VII. Parent/guardian preferences for Vocational Placement

VIII. Vocational skills/experience

Figure 20

VOCATIONAL GOAL INFORMATION SHEET

Name ____________________

Date ____________________

Staff ____________________

1. What is your long-term vocational goal?

2. Is there a job that you would like to have for a long period of time - five or ten years?

3a. Do you currently have the training to reach your long term vocational goal?

b. Are there any prerequisite steps that you would need in order to achieve this goal?

4. What types of jobs would you be interested in doing now? (List short-term jobs of a year or less in duration).

5a. Do you currently have the training to do these jobs now?

5b. Could you receive training for these jobs within this geographic area?

6. List your personal assets:

7. List your job experiences and strengths: (Include any equipment that you can operate).

8. What is the longest period of time that you have been employed by the same company? (Include also having been called back by an employer for additional part-time or seasonal work).

9. List any limitations that you might have to employment.

10. When would you be available to begin a new job?

Figure 21

CONDITIONS OF EMPLOYMENT

Name ____________________

Date ____________________

Staff ____________________

What are your personal needs in relation to work? Respond to the following situations and work conditions either by commenting on each of them as they appear on this page, or by turning the page over and writing about your needs in a paragraph form.

Part-time vs. full-time employment:

Salary desired: (Would you consider also volunteer work?)

Time of day that you would prefer working:

Location of your job:

Transportation needs:

General working conditions:

Inside vs. outside employment:

The type of situation that you thrive best in - assembly line or individual production:

Do you prefer working by yourself or working as part of a group?

What do you expect in terms of a work supervisor?

Would you enjoy an active and noisy work environment?

Do you enjoy working alone?

Would you enjoy a job where you were expected to meet and greet people?

List advantages of you working:

there a bus system? Would it be conducive to their schedule? (Our bus system only runs during daytime hours and only on week days.) Do they have neighbors or parents who can give them rides? Very few of our employees are in a position to get themselves to and from work. We need to get a lot better at identifying work within each persons own neighborhood and area."

"We don't do any formalized assessment, all our assessments are functionally based. We want to get to know where the person is at. That doesn't mean we won't review assessments done in the past, but we just want to see what is going on with the individual now. I want staff to get to know the individual that they are about to place."

"Most of the individuals we serve have very specific abilities. For example, we have some individuals who are very good at stuffing envelopes. Probably the same individuals would not be able to lick the stamps, or to close the envelopes very well. Their skills are very well defined; tests don't reflect some of the things they can do. We're not working with a lot of people who can read. A lot of the computerized assessment don't really apply. Most of us have had years of education to prepare us for our work. We don't necessarily say that the person has to have the skill before they go into the job. We do say that the person should have some capabilities towards learning a job. We believe we should spend some training time with them, just as we spent from four to eight years in education preparing us for our jobs. We're giving them six months or a year to learn their job. The tests reflect what they can't do now, they don't reflect what they can learn. We believe in putting them in and giving them a chance."

Matching the Worker with the Job

After "this assessment we do an individualized service plan. The first part of that plan is an authorization from the Unified Services Board, DVR (Division of Vocational Rehabilitation) or whoever as to how much money is available and what they have in mind for the individual. Then we'll do job development and come back and write the second part of this plan." This plan contains the services to be provided, approximate dates of provision, and the goals and objectives for each worker.

This plan includes dealing with behavior problems and determining what type of support the person needs on the job. The plan also includes "what happens if the person is laid off, or what happens if the person is sick? Do they need extra support during the day? Who are you going to call if something happens? It's a contingency plan in the event of employment. Sometimes it is done prior to placement and sometimes its done at the time of placement."

When matching a person with a specific job, staff relay on assessment results and a knowledge of the local economy. "We get together and say:

> 'What are Tom's strengths?'

Then we will list his strengths,

> 'Tom is consistent in his work, he is always there on the job, he'sgot this strength and that strength.'

We'll itemize all his strengths. Then we'll say:

> 'In what areas might there be problems in what areas might support be needed

We'll list those. Then we'll look at that list and ask:

> 'Based on these strengths and areas needing support what kind of jobs could he possibly do?'

Next we'll list the types of jobs he could do. Then we'll say:

> 'Where in the community do those types of jobs occur, what businesses?'

We'll list those businesses and start going to those business to look for a job for Tom."

Interests are also considered. "A guy, who insists that he wants to be a policeman or the mayor of Ashland more than anything in the world, would probably be highly motivated to work in city hall or in the police station."

This process is partially guided through the use of the Job/Consumer Match (Figure 22).

Figure 22

JOB/CONSUMER MATCH

Employer ______________________ Consumer ______________________
Address ______________________ Staff ______________________
Specific Job ______________________ Date ______________________

This form should be used in conjunction with the Employee Assessment Information, Employer Survey Form and the Ecological Inventory. Based on information from the employer interview and employer survey, rate the importance of the employment factors. Then rate the consumer's potential based on information received in the consumer assessment. From these ratings, determine the correlation between the consumer and the job.

Employment Factors	Factor Weight			Consumer Rating/Comment
	CI	I	NI	
Location				
Accessibility of Building				
Energy Level				
Endurance				
Work Rate				
Machine Use				
Health and Safety Factors				
Work Schedules				
Transportation				
Production				
Speed				
Thoroughness				

Employment Factors	Factor Weight			Consumer Rating/Comment
	CI	I	NI	
Dependability				
Work Attitude				
Disposition/ Social Interaction				
Orienting				
Mobility				
Characteristics				
Attention to Task				
Sequencing of Tasks				
Adapting to Change				
Consumer's Reinforcement Needs				
Financial Concerns/ Payment Option				
Physical Demands - (Standing, Sitting, Lifting, etc.)				
Functional Academics				
Communication				
Personal Appearance				

KEY:

Employment Factor Weight
CI - Critically Important
I - Important
NI - Not Important

Match Rating
1. Excellent Match
2. Acceptable Match
3. Poor Match

Job Development

"We get together as a staff once a week and discuss places that we would like to contact for jobs for specific persons; we usually have a specific person and a specific task in mind. We figure out how many contacts to make and who's going to make them. We are relatively new at job developing, actually our program has developed as a result of people calling us."

Contacting Potential Employers - With large employers, initial contacts are made over the telephone; cold calls are used for smaller business. The objective of this first meeting is to inform the business person about New Horizons and its supported employment program. Staff use a script (See Figure 23) to ensure that all areas are covered. Usually two staff make a cold call. Although this provides moral support, staff must not talk too much and must carefully listen to the employer. The objective of this first contact is to obtain a tour of the business. "A lot of times they'll say:

> 'I know Denise up at Town Mart, or I know another employer that has hired one of your folks.'

We listen to them talk a little bit about the program, and we define it as an employment program for individuals with disabilities to find employment opportunities which mutually benefit your business and our employees. We try to close with an appointment to come back and take a tour to learn more about their business. Our focus is to learn more about their business. We really try to focus in on their needs."

"Hopefully they give us a time when we could come back. When we take the tour, we again try and focus on the employers needs (See Figure 23, "Dialogue for Tour"). We try to pull jobs out. For example, if they have a secretary who is working the computer and is also spending some time stamping envelopes, we ask questions like:

> 'If your secretary was free to work an hour or more a day on the computer would that be beneficial for your company? What if this could be paid at a different rate, and if a different job description could be written up to allow your secretary the opportunity to spend more time on the computer? The opportunity to spend more time on professional work?'

We usually do talk about a different job description. In other words, they might have a secretary earning at $8.00 a hour because she does skilled computer work; other job duties, however, could be based on a different commensurate wage. That usually perks an interest in the employer. We talk about productivity, that's usually one of the questions. We try not to use the terms 'sub-minimum wage' or 'sub-minimum licensing,' because we find that they scare off employers. When they ask about how they pay, we usually say it's based on productivity. If a person operates at a 75% level of productivity, then their wage is based on 75% of commensurate. In other words, a person that make $4.00 a hour could be making $3.00 a hour. They take a little longer to do the job, but the base wage would be the same. The employer would pay the same..."

"If we see a lot of interest, we usually try to write up a proposal. If there are any barriers, we try to deal with them at that time. At other times we find it beneficial to say:

> 'I don't know about that. I could get back to you.'

It still leaves the conversation open. It allows us to get back and make another contact. It allows more familarity and time for them to think..."

Community Relations - In addition to these methods, contacts are made and jobs developed through a variety of other sources. The New Horizons Board of Directors have provided some job leads. Because of the size of the community, word-of-mouth is an important method. Talks are also given to civic and business groups. "We get quite a bit of publicity through the press. We call them when we want an article, and they'll write it up. Also, we will write one up and submit it to them..."

Task Force on Jobs - Over several years, the supported employment program has been partially funded through State Division of Vocational Rehabilitation (DVR) grants. This has resulted in establishing an advisory committee. Closely related to this advisory committee was a task force designed to educate the community. "I set up a task force for the main purpose of just educating the community. Task force members were people representing generic services in the community - services that would be typically be used by any nondisabled

FIGURE 23

Thoughts and possibilities for dialogue on job development...

MOST EFFICIENT:

- -call first, banks and larger businesses and corporations
- -cold call, smaller businesses

OBJECTIVE:

- -to make an appointment

DIALOGUE FOR PHONE CALL OR COLD CALL:

- introduce self
- from New Horizons
- represent a program called S.E.
- are you familiar with that?
- pause
- basically an employment program for individuals with disabilities to find EMPLOYMENT OPPORTUNITIES which would MUTUALLY BENEFIT your business and our employees
- pause
- what I would like to do is to make an appointment with you to further discuss our program and to LEARN MORE ABOUT YOUR BUSINESS
- pause
- sometimes it is beneficial to us to get a TOUR of your business
- (know availability) how does your schedule look for this week, next week, etc.? Give timeline, plan 1/2 hour to one hour
- pause
- these are some convenient times for me...

FOR CONSIDERATION, EMPLOYEES CONCERNS; ADDRESS IF EMPLOYER WOULD LIKE MORE INFO:

- approach from proactive direction
- listen
- have a general understanding of employer's concerns
- If they have been involved with programs before, recognize that perhaps that program is not the same, listen
- explain, this is what we provide...be proactive
- allow them to feel that the process of placement is thoughtfully considered...that we...
- stress the STRENGTHS AND PREFERENCES OF THE INDIVIDUAL
- assess the strengths and preferences of the individual
- assess the NEEDS OF THE BUSINESS
- its good to always be able to talk about the benefits indirectly
- PAUSE & WAIT, (it is important to PAUSE)
- what we typically do is make an appointment with you to further discuss the program and to learn more about your business...(close)
- we have an individual in mind, first we have to look at the business to see what your needs are... focus on their needs
- close appointment for tour

OBJECTIVES

- identify parts of jobs
- get permission to get back to them with a proposal

DIALOGUE FOR TOUR:

- RESTATE INTRODUCTION - familiarity with program? how did it work? explain S.E.
- FOCUS...what are YOUR NEEDS?
- example, employer states "we cross-train our people and most people do other jobs'

...listen...pause...acknowledge their needs by saying...we usually train people to do more than one job...

- what we are talking about is training in specialized areas (like Wendy's) where an individual is bussing tables...doing food prep...to the employer stating that (s)he doesn't know what we could possibly do there...usually this is a self-limiting remark that may place our consumers in a box...use it to expand on the possibilities...be proactive...expand on this by saying...
- what kinds of jobs generally take a long time for your employees?
- how can we look at a job that needs to be done on a daily basis...a consistent job...jobs that take a long time to do...
- PAUSE
- FOCUS...what are YOUR NEEDS?
- PATIENCE...WAIT FOR CONVERSATION TO FLOW
- HIGHLIGHT...we provide the training...job coach learns the job first...we provide the supervision and training...ongoing to ensure quality...
- HIGHLIGHT THE ABILITIES...especially in response to a question about "who are these people, what are their disabilities"? Share that we work with a VARIETY OF INDIVIDUALS WITH A VARIETY of ABILITIES
- FOCUS...what are your needs, (consider what sorts of jobs the employer would find beneficial...mutually beneficial)
- bottom line...give them a feel for what NHN does...remember though that we are still there to learn about their business...employment opportunities
- remember...we have just assessed each person...we know their abilities...
- PPP
- CARRY PACKET: may give this to him first, may invite employer to contact employers and board members
  - brochure
  - card, stapled
  - press articles
  - list of Board Members
  - list of employers who can be references
- go over packer
- KEY INTO CONCERNS: SUPERVISORY...we provide training and supervision...case example...different levels of support...some individuals need initial training and some gain a fair amount of independence at which point we fade supervision and still monitor the quality of their work some individuals need more support for longer periods of time, regardless, our program - as long as that person is employed - is involved...case example...if, after fading out, you, the employer assigns that individual a new task, we would come back in to retrain...
- KEY INTO CONCERNS: FINANCIAL...ultimate goal is to locate paid employment for an individual over a year's time...we work with a variety of individuals with a variety of abilities...variety of pay arrangements...so if a person produces at 75%, the pay would match that at 75%...(this is an important change in concept - how we present)
- KEY POINTS...stress differences...really a change in programming...this program is a benefit to you and to the employee because it makes the community view you in a different light...and they view the person in a different light, as a valuable, productive person in the community
- FOCUS
  - TRAINING...long ongoing support as needed until independence
  - PROCESS OF MATCHING ...a thoughtful process...give thoughtful response
  - BENEFIT TO EMPLOYEE...new skills learned...the opportunity to do productive work
  - PAUSE...PPP...thoughtful response
- TOUR...focus on developing opportunities for professional staff to spend their time doing professional tasks...(benefits to employer of having some more routine tasks done by others should be obvious if this question is repeated)
- PPP...thoughtful response
- AFTER TOUR...may consider presenting consumer's name

person to access a job, like Job Service [i.e., Employment Service], vocational school, the [University of Wisconsin] extension program, Concentrated Employment Program [CEP] or the high school. At that time we talked to the task force about the change in direction in our agency. The task force's goal was to design ways to provide integrated employment."

"In 1985 we set up a second task force that met for well over a year on a monthly basis. We had all the generic vocational services in the community identify how a typical individual would use their services to get a job in the community. The second step asked:

> 'What could you do for a disabled person? How could they access your services and what services could they access?'

The goal was to have equal access for persons with disabilities. The Job Service and CEP gave the most positive responses. "Job Service gave us office space to interview; some people who wanted to receive services through us, but did not like to be associated with a rehabilitation facility. They also referred employers to us. When a job order came across their desk that they thought some of our people could do, they referred those jobs to us. Unfortunately, their staff turned over and we needed to start the whole process over again. The task force also brought employers in. We brought in employers who employed disabled people and employers who had not. We asked:

> 'What had gone on well with the people employed and what had not. Why hadn't the other employers hired disabled workers? Would they be willing, and why would they?'"

"We brought in people who represented the strongest employment barriers in the community. They came together and started to brainstorm on how we could get around some of these issues. They were part of the process, and it got them involved. It was very successful, especially with Job Service."

"...At the end I asked the whole task force ... to write down what kind of goals and objectives they were going to set for their own agency in regard to helping disabled people access their services... Some of them wrote several papers; we had wonderful participation."

Training Procedures

After the job is selected, "the vocational coordinator first goes in and does the job. They also do a time study. They then do a complete and detailed task analysis (See Figure 24). After the task analysis is performed, we take that person to the job site and take notes on the Discrepancy Analysis form on whether or not they were able to do each step (Figure 25)." If the worker cannot perform a task with assistance, the vocational coordinator often looks for ways to modify the job. For example, "if there was an indication that a person couldn't fold an envelope into thirds as part of their job, we would probably figure out an adaptation. We can break folding an envelope or a piece of paper into thirds and putting it in an envelope into 60 steps. If we use a jig, we do have a task analysis on the use of the jig."

If the job needs to be modified after the worker is assessed on the Discrepancy Analysis form, another task analysis is developed. In the task analysis form, a checklist format is used to determine if the workers learns the task and how he/she has learned (i.e., independent, verbal prompt, gesture/model and physical prompt). The dates are also recorded.

"The task analysis is developed on an ongoing basis and probably changes three times in the first several months. The discrepancy analysis begins by being very specific and, hopefully, it gets more general after that. Staff use the task analysis each time they are at the job site. If it involves hands-on training, then they probably go for a hour, step back, and check the task analysis."

During training staff gradually begins to withdraw from the worker. The first small step is allowing the worker to complete the task without having the trainer beside him/her. "If a person is doing some things independently, then we know we probably don't have to be two feet away from them anymore... We go from real close proximity to somewhere in the room, to just outside the room, and to just outside the building. We do it based on how many steps we feel they can do independently before we have to come back and work with them again..."

Figure 24

TASK ANALYSIS

EMPLOYEE____________________________ JOBSITE _______________________

JOB COACH___________________________ PAGE ____ OF ____

OBJECTIVE____

KEY
I - Independent
V - Verbal Prompt
M - Gesture/Model
P - Physical Prompt
R - Refusal

STEPS	DATES/INITIALS										
	I -	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	V-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	P-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	R-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	I -	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	V-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	P-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	R-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	I -	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	V-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	M-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	P-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	R-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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	V-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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	P-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	R-	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
TOTALS											

Figure 25

DISCREPANCY ANALYSIS

Employer ______________________ Employee ______________________
Address ______________________ Staff ______________________
Specific Job ______________________ Date ______________________

Take data on non-disabled

General Task Analysis	Observation of employee performing tasks for first time. Mark + for acceptable performance of the skill. Explain deficit skills.	Possible Adaptions/ Comments

As with almost every other supported employment program, the use of positive reinforcement is emphasized. "Verbal praise is probably the most effective thing. We talk about their paycheck a lot. We talk about the new friends that they're making. We show them that their work is important to their company. For example, if they are cleaning something and not doing a very good job, we try to bring it down to a personal level:

> 'This is Pat's room and when she comes back she is going to be so happy that this is nice and clean.'

We personalize it in terms of the individual and the company. We really try to reinforce that they are part of the team. One of the issues we deal with on a real steady basis is integration. Is this person able to get positive feedback from their co-workers? Are they taking a break with their co-workers? Are they involved with the check pool on pay days? We try to get the people around them to give them positive feedback. Most of the co-workers honestly don't know how to act or interact with them. So, we try to do some effective modeling. That's part of the job."

Common Problems

"We encounter a lot of prejudice. There are some people who don't like working with people with a disability, and that's the bottom line. They're very threatened that way. People with a disability can do parts of a job that they did last week. It is very insulting to them. We try to talk to an individual as though they were any one else... We try to involve the co-workers a little bit in conversations... We're talking to them, but they think we're talking to somebody else. They need some direction because they're afraid."

Another problem is to get the supervisors to treat the new worker as the employee. "Instead, they treat the job coaches as an employee. So we work with them and suggest that they give that feedback directly to the disabled individual. We also try to get the individual to participate in any kind of employee activity, like a Christmas party."

New Horizons staff frequently encounter employers who do not treat the worker as strictly as everyone else. "We encourage them to treat their workers the same as everyone else. We go into these work places and read their staff bulletin boards to see what is going on politically. Do the memos have a sharp edge to it? Is there a lot of pressure for productivity? Are there going to be new things coming up, such as fluctuations in work loads? Bulletin boards and memos given with paychecks are good sources of information. We were told that an equipment company made a mistake and put a memo in Pat's paycheck. We asked them why the memo should have not been included in his pay envelope and were told that:

> 'It was on horseplay and we didn't want to embarrass him.'"

"Well, Pat does goof around, and he probably should have a memo on horseplay. He is an employee there and needs to be treated just like any one else. In terms of being treated like other employees, they need to be talked to directly if there is an issue concerning them. We do appreciate being called in if there is an issue to be dealt with. Sometimes we act as a liaison between the employer and worker during the meeting at which the problem is discussed. Always though there is increased job coaching and increased intervention to support both the worker and the employee."

Fading

"The tool we use for fading is a task analysis (Figure 24). They're turned it in once a week. We can look at those and see where all the `independent marks' are on them." At times the tasks on the task analysis form will be rearranged so that the tasks in which training is needed will be grouped. "For example, a person can do steps one through five independently, but then you have to be there for six and then they have another block of independents... It might be advisable to group everything together so that when a job coach is there, the worker could have the help they need and do the independent things later on. We do this if its not a critical point to teach things in the same sequence every day. Some people would be really upset if they weren't doing it in the same order; others can adapt to change more easily."

"For example, one worker, had been on the job for a year and her task analyses were changed eight times during that year... The last time it was changed, it decreased her time significantly by just rearranging the steps. That's because she was spacing out on a step that should take her 45 minutes, but if she did it when nobody was around it would take her a hour and half. Therefore, we scheduled this task to occur during a spot check made by the job coach."

"The rate of fading is a direct reflection of the job match. If it's a bad job match, it's going to be hard to get out of there. Fading requires a very astute eye. It's a series of carefully orchestrated steps."

IV. Follow-Up Services

Procedures Used

After fading the Vocational Coordinator makes spot checks several times a day or week, as needed. If these checks require more than two or three hours, then follow-up is turned over to a job coach. Spot checks are made with employers on a regular basis. Usually an informal approach is used. We try "...to get specific feedback on how the employer thinks it's going, try to ask questions about integration, and whether or not these people are being treated in an adult-like fashion by the co-workers as well as the job coach. What would the employer like to see changed. What strengths can they see? Maybe they can take on something else within the company and drop the part they're having difficulty with. We try to keep an open door... and hope that employers do call if there is an issue or problem. We try to solve issues before they become big problems."

Frequency of Contact

Contact can be five or three days a week, with once a day or week being very common. "Some employers we don't have a lot of contact with; these we like to contact once a month." Follow-up services are provided as long as"...they need support to maintain the job." At present, the Wisconsin Division of Vocational Rehabilitation will fund start-up services for up to two years. After that time, the Unified Services Boards pick up the long term support expenses. "We are also part of a supportive employment grant. In that grant the length of service is for one year, and then the Unified Services Board picks up after that one year. So, those agreements are all in place. The Unified Services Board wants to know when DVR is taking on a person for supportive employment so that they can plan for pick-up in a year or two... We worked real hard to get that all set up."

Advocacy

Because New Horizons staff see advocacy as one the major functions of follow-up, it cannot be separated from follow-up. "Advocacy needs to occur on at least a once a month basis. However, we let that slide on occasion to once every three or four months for people we feel are very firmly placed." If staff do not maintain regular contact, they have found that they only get called when a crisis develops. This creates problems for the worker, supervisor, and may cost the loss of the job site. "For example, if we find out what's happening in their personal lives, we can support them at the job. Jolene walks in and says:

> 'I'm really stressed out about this letter that I got from SSI what does it mean?... I got a $5,000 back pay check.'

We directed her to the bank. Things go on in peoples private lives cause a lot of stress on the job. If we can predict some of the stressful times, we can get into the employer and say:

> 'Jolene has this thing going on in her private life. She needs some extra support or some time off.'

The more information we can give the employer, the more understanding and the more responsive they can be to the situation. As long as they we keep communication going freely, there aren't any problems."

"We try to keep an open door policy. In a small town we can do that. For example, John came bicycling over on Sunday to my house and caught me as I was just leaving. He says:

> 'I'm going to get fired.'

I said:

> 'Oh, on Sunday morning just what I wanted to hear. What's going on John?'
>
> 'Well, Harry told me to come in on Saturday noon to do a special cleaning. I forgot and I'm going to get fired.'

He was very anxious, and he is one guy that happens to have two jobs and if one is not doing well, he could really have a hard time at the other. He is a real intense and tense man. I told him:

> 'Call Harry at his home to see if it could be rearranged for later today. If not, call the business on Monday morning and say, 'I forgot; can we re-schedule?' and apologize. You're not going to get fired, but you do need to tell him right away that you realize that you had forgotten, that it slipped your mind.'

I also scheduled myself to see Harry before 8:00 on Monday morning, to ask about how John is doing. That gives the employer a chance to yell at me if need be. But this time John made contact first, and I got there a hour afterwards. They were just fine with it. They had wanted him to come in but it wasn't any big deal."

"We need to create the opportunity to intervene; advocacy is an on-going issue. Employers who feel that they don't have the time to deal with issues have the tendency to let them pile up. When they pile up it's a crisis situation. That's what we want to avoid altogether. Even though employers say you don't have to come here, we still try to get back once a month even if it's an informal thing. It is really hard when an employer doesn't want a job coach or a vocational coordinator there. I think it has a lot to do with maintaining a degree of professionalism. On one hand we're kind of chummy with the employer, and the other hand we have to maintain professionalism so we can disappear into the woodwork and not be intrusive."

Parent/Guardian Follow-Up

Follow-up is done with parents and guardians only if they are important in the worker's life. Otherwise, staff deal with the worker. Some workers welcome parental involvement and others do not.

For example, "Curtis might get three phone calls a month. Two from me and one from Suzanne confirming his work schedule. Even though he will take very good notes or we can give him notes, he keeps them very private and won't share them with mom or dad. He has been used to being told what to do at home and he wants to keep that separation..."

"On the other hand, we have purposely not involved parents. On occasion parents object to the person being placed in the community. We work with the individual and place the person without the parents knowing it. We say:

> 'Kathleen has a job over here; now can you send a lunch with her today.'

That has worked out so far. If we would have asked them, they would have said 'no.'"

"Some Parents have been real threatened by community job placement. When we started placing people in the community, 95% of the clients and their parents..." did not want to get involved. "Now they see others working in competitive employment. I cannot walk through this building without at least four people asking if I have found a job for them. ...They all want to go out now."

"We spent some time taking people on job tours. What do you want to do? What kind of job do you want? What do you really want to do? We spend some time counseling and some time taking people on site tours. It's been a real good tool to give them possibilities of what they want to do. Other times we've had persons say I want to be a janitor... Then we do a situational assessment; get out the mop, the bucket, and the cleaning supplies and have them do the actual cleaning."

"The best thing in helping them (i.e., persons still in the facility) get out in the community has been their counter-parts going out and working, coming back to New Horizons to work part-time, and telling them about their job in the community. Parents are still lagging far behind; they don't have the benefit of hearing all that talk in the break room. They don't hear what Frank has done and what other folks have done on a daily basis."

Iowa Valley Community College District Marshalltown Community College Community-Based Vocational Training

Material Provided by:

William B. Martin, Director

The Community-Based Vocational Training (CBVT) Program consists of two separate programs on the two campus locations (i.e., Iowa Falls and Marshalltown) of the Iowa Valley Community College District. This chapter describes the program at the Marshalltown, Iowa campus. The programs at these two campuses are very similar and both have received state and national recognition. In March, 1988 the programs received the Secretary of Education's Award for Outstanding Vocational Education Programs (Times-Republican, 1988). Prior to that time, the CBVT was selected as outstanding by the Iowa Department of Education. Both of these programs provide assessment, vocational and functional academics training, and job placement services. Unlike the other programs described in this book, these are transitional programs, with time-limited follow-up services.

The Iowa Valley College District is a rural community college district serving a total population 101,000 in over four central Iowa counties. Although much of the economy is agriculture based, considerable manufacturing and service occupations exist. Unfortunately, "unemployment in the past three or four years was as high as 9%;...the unemployment rate is 5.7% and holding steady." Some of the leading employers in the area are: (1) the Iowa Veterans Home with 700 people, (1) Fisher's Control International with 1100 employees, and (3) Lennox Industries employs 800. Because of Iowa's aging population, there many jobs in nursing homes. Public schools and community colleges are also major employers. There are also several light manufacturers and food processors.

Iowa Valley Community College

The Iowa Valley Community College has two campuses, Ellsworth Community College in Iowa Falls, and Marshalltown. Both campuses were junior colleges; both are older than 50 years. In 1976 Iowa school districts were reorganized into 15 area school districts or community college districts; Ellsworth and Marshalltown were placed into one district at that time and serve the counties of Hardin, Marshall, Tama, and Poweshiek.

In addition to serving these counties, the community colleges also are impacted upon by a state training residential school for youth up to age 19 and a juvenile home for younger persons.

One division of the IVCC is Special Needs. "Little was done originally for special needs other than the traditional types of programming... in the early stages. The origin of the Career Development Program had its' roots in 1978 with the establishment of four activity service programs. They have been CARF accredited since 1984 and serve 65 dependent adults annually." The transition employment programs were started in 1983 to provide "something more than a sheltered workshop."

Population Served

"The role and function of a community college in Iowa is such that we do not pay students or clients to work or to learn while going to school. Thus, the community college does not operate to pay students. Our function is training and that is our primary focus... The population served in our transition program is a developmentally disabled population who are moderately mentally retarded. We seek to serve the population that is at least at workshop level, if not above." This is a "true transition program serving the disabled students who may benefit from vocational training that, hopefully, will lead to competitive placement in the private sector... We have an open entry, open exit policy."

Staffing

Perhaps one of the major reasons for success has been the low student to staff ratio of about 6:1. "This fact underscores our commitment to quality training programs for disabled students. We have three divisions of program assistants. Each of two programs is led by a coordinator/instructor whose is role not only administrative, but instructional in a vocational training situation. That person could have under them a Program Assistant 1, 2 or 3. A Program Assistant 3 and the Coordinator all have BA/BS degrees in a variety of vocational fields. The Program Assistant 2's ... have at least a two year degree or equivalent experience, and Program Assistant 1's are primarily aides and must have at least a high school diploma. The transitional program employs no Program Assistant 1's at this stage. We do use volunteers from both campuses; we use other community college students when we need one-to-one tutorial assistance."

Eligibility for Services

"Primarily our students meet the Iowa Department of Education, Division of Vocational Rehabilitation Services standards. The students must have undergone a comprehensive evaluation at this time..." These vocational evaluations are conducted at the state-operated vocational evaluation facility in Des Moines. "We like our students to have at least a third grade reading level. Our students typically have finished a high school special education program" and must show some promise ... of competitive work feasibility and to accept and receive the training that would lead them to a competitive work situation." A brochure on the program describes the eligibility criteria as follows:

> So that each student may receive maximum benefit from IRP/CBVT [Individualized Resource Program], a minimum of a third-grade reading level should be demonstrated. One or more significant handicapping conditions must be present, conditions which have previously limited a student's employability. Generally, among IRP/CBVT students there are functional deficiencies in personal- social areas which require remediation. A rehabilitation plan is devised to overcome these deficiencies as well as developmental needs in communication, computational and job readiness skills. A comprehensive DVRS [Division of Vocational Rehabilitation Services] evaluation is required prior to possible enrollment in IRP/CBVT (Iowa Valley Community College District, n.d.)

"Our entry requirements closely parallel to those of the Division of Vocational Rehabilitation Services. Any disability that has in the past seemed an impediment to competitive work is one qualifying factor... Our students may or may not have finished a high school special education program. We, above all, want the student and his or her parent/guardian to have a strong desire to seek training for competitive placement."

Vocational Evaluation and Assessment

A large asset to the program is DVRS involvement and "a comprehensive vocational evaluation, where by a student resides in Des Moines near the vocational training center for two weeks. A comprehensive review is done. At that time a student's wishes and vocational desires are assessed and some recommendations are made."

Additional assessment occurs after entry into the program. "We do a number of assessment types of things ... to give us a baseline with our students. Just recently we adopted a vocational assessment and curriculum guide that basically helps us to confirm DVRS's assessment, plus gives us some other information on curriculum goals on which we might work with these students."

"The Vocational Assessment and Curriculum Guide (VACG) gives us a baseline for our sheltered workshop. We are looking for scores and other indications that they're somewhat above that. We have the capability of assessing with Valpar [Component Work Samples] as needed; not everyone is tested with Valpar... We try to test most students with the GATB [General Aptitude Test Battery]. Although this gives us an indication of how they do on a competitively normed test, it is highly math and reading oriented, and most of our students are not at that level. We have on occasion given a Nonreading Aptitude Test Battery. We give a number of interest inventories that we feel are quite good. The State of Iowa has a computerized program called the Career Information System of Iowa... It is easy to use..." and the students receive individualized lists of vocational fields and specific jobs."

"We also like to give the Temperament and Values Inventory which we generally administer in a classroom setting where the items are read to the students. The TVI yields motivating factors for each student. Individuals are sometimes more motivated by intrinsic values then they are by material things... For a higher level of student who reads rather well, we might employ the Career Assessment Inventory (CAI); we found that to be a valuable tool. Any test is an indication or an estimate. Although I mentioned these assessment tools, we use them as guides. No placement hinges on a particular test or battery of tests, we do a lot of individualization. We encourage career exploration within our program. Moreover, we focus our efforts on getting the student to know himself to the degree that they will give some good indications of what they would like to do in their adult life."

At the completion of the evaluation period, Iowa Valley Community College staff develop an Individual Program Plan for each persons. An example of this plan is given in Figure 25.

Job Development and Job Matching

"One of our job functions is job development. We call our sites `training sites.' Although they are more like a job shadowing, ... it's a hands-on internship." Since 1983 the staff have developed relationships with area businesses and industries to develop and maintain the cooperation of the potential employers. The program uses a job survey system as a major job development tool. "We have semi-annual recognition functions for participating employers and businesses. Each of these event also seeks to involve new people into what we're doing with the special needs population at both college campuses."

"The student we place in a training situation has expressed a desire to explore a particular type of work... We've got a pretty good track record to go on, plus we rely heavily on what the student sees himself doing. We do a lot of try-out types of things. Also as a group, they do monthly visitations to two or three actual job sites to see what goes on in the work place and to ask questions. Then we would come back and do a lot of group counseling with them. The typical jobs that we're working with are entry level... We're fortunate to have some manufacturing firms, such as Lennox Industries, Fisher Controls, and Iowa Veterans' Home who have all been supportive of the disabled population. We are looking again at job general training, not job specific training which makes us unique in the State of Iowa. That's an important concept."

Training

The Individualized Resource Program and the Community-Based Vocational Training Program is divided into two major components:

> One component is the Community-Based Training Site. Each student works toward measurable progress of personal and vocational goals. Each student works on job related behaviors in the classroom before going out on a training site. The student is then placed at a training site individually selected for him/her.
>
> The second component of the IRP is the College-Based Academic. Plan. Each student has an academic plan developed to increase his/her basic skills in areas such as math, reading, and human relations. The plan often includes going to the Learning Center, use of computers, auditing MCC classes and work on materials designed to relate these basic subjects and independent living skills (Individualized Resource Program, n.d., p. 2)

College Based Academic Plan - "We are developmental in nature. We're not teaching community college level reading courses and math courses; the math and reading we do is functional. Things that apply to the job world are very typical. Some of our training in the classroom involves another unique thing—training on cash registers. Nobody else I know is doing that." This teaches practical mathematics skills in a "safe arena" without pressure or distraction. It also teaches communication and organizational skills using machines that are used on the job.

Figure 25

IOWA VALLEY COMMUNITY COLLEGE DISTRICT
Individual Program Plan

Name: ______
Facility: Individualized Resource Program
Address: ______
Marshalltown, Iowa 50158
Date of Plan: 4/25/88
Resident/Student Employed: Yes ____ No x
Place of Employment: ______
Address: ______

Birth Date: ______ Age: 20
Review Date(s): ______
Rehabilitation Problem: Lack of motivation toward work.
Long-Range Goal: To develop motivation for success in sheltered employment

Individuals Attending Staffing

Name	Position	Agency	Name	Position	Agency

Resident/Student Present at Conference: Yes ____ No ____ Why Not? ______

Signature: ______
Coordinator

Signature: ______
Student

Figure 25

INDIVIDUAL PROGRAM PLAN

Name: ______________________ Date: 4/25/88

STRENGTHS	NEEDS
1. Well-groomed.	1. Needs to ask for assistance when needed.
2. Polite & well-mannered.	2. Needs to use time constructively in classroom.
3. Well-accepted among peers.	3. Needs to be more conscientious about punctuality.
4. Has reduced the amount of physical complaints while working.	4. Needs to work without constant supervision.
5. Is showing improved adult behaviors during unsupervised time.	5. Needs to maintain consistant productivity in classroom.
6. Cooperative.	6. Needs to stay alert in class at all times.

Figure 25

INDIVIDUAL PROGRAM PLAN

Name: ______________________________ Date: 4/25/88

GOAL: To use time in the classroom constructively

DEVELOPMENTAL AREA: Vocational

OBJECTIVES	AGENCY	DEPARTMENT	RESPONSIBLE PERSON	HOURS/ WEEK	APPROXIMATE DATES
In the classroom when working on job skills, ________ will use his time constructively by increasing his speed by 20% for 3 consecutive weeks S.G. 5% I.G. 12% L.G. 20%	IVCCD	IRP		3-6	S.G. 6/20/88 I.G. 9/26/88 L.G. 11/21/88

TASK ANALYSIS OF OBJECTIVE	STRATEGIES/TECHNIQUES	ACTUAL INITIATION AND COMPLETION DATES	COMMENTS
1. Will set up job skill as instructed. 2. When job skill is set staff will start the timer for ________ to begin. 3. When the timer goes off, ________ will stop and take his break. 4. Staff will then count job skill & record data. 5. Staff & ________ will discuss Matt's progress each day after date is figured.	One-on-one ________ will receive one token each time he increases his speed on job skill.	Initiated: 4/10/88	

Figure 25

INDIVIDUAL PROGRAM PLAN

Name: ______________________ Date: 4/25/88

GOAL: To ask for assistance when needed

DEVELOPMENTAL AREA: Cognitive

OBJECTIVES	AGENCY	DEPARTMENT	RESPONSIBLE PERSON	HOURS/ WEEK	APPROXIMATE DATES
_________ will ask for assistance on a regular basis with 95% accuracy for 3 consecutive weeks.	IVCCD	IRP		10 hrs./week	
S.G. Staff contact every page I.G. Staff contact every 2nd page L.G. Staff contact every 3rd page					S.G. 5/13/88 I.G. 7/29/88 L.G. 10/28/88

TASK ANALYSIS OF OBJECTIVE	STRATEGIES/TECHNIQUES	ACTUAL INITIATION AND COMPLETION DATES	COMMENTS
1. _________ gathers materials & finds a vacant spot. 2. _________ begins work in workbook. 3. _________ will ask for assistance when needed. 4. If he has not asked a question on the page he will notify staff at the end of each page (or 2nd or 3rd page). 5. Staff will review ________'s answers & give instruction when needed or praise when answers are correct.	Positive reinforcement for initiating contact	Initiated: 4/25/88	

Figure 25

INDIVIDUAL PROGRAM PLAN

Name: ______________________ Date: 4/25/88

DAILY SCHEDULE

TIME	ACTIVITY	STAFF MEMBER
10:00-12:00	_________ reports to Room 101, punches time clock & then begins assignments. ________ participates in class discussion & completes work sheets on Job Readiness Skills. _______ also works on job skills. Presently _______ sorts coupons with an average of 12.5 per minute. He also takes part in a weekly appearance program & works in Job Readiness Workbooks. He has completed the workbook, "Going Places with Your Personality" 69% & is currently working on "Eating Smart".	
12:00-1:00	Independent - Lunch time	
1:00-3:00	________ reports to Room 101 to begin daily assignment. His current academic program includes: First Aid (81%), Computer Literacy (beginning), Banking (80%), and Subtraction (Learning Center). His average on weekly Current Events quizzes is 45%.	

Figure 25

INDIVIDUAL PROGRAM PLAN

Name: ______________________ **Date:** 4/25/88

COMMENTS:

RECOMMENDATIONS: It is our recommendation that Matt continue in IRP to work on improving his skills for success in sheltered employment.

Typically, students are assessed and then trained in the needed functional areas. Students are placed on job sites within competitive industry for several hours per day. The rest of the day is spent in classes at the community college. There are two types of classes. Students are enrolled in specialized classes that teach functional academics and closely related job skills. These classes teach using a system of modules carefully selected to meet student needs. College training also teaches acceptable vocational behaviors and work skills. In the second type of classes, the students can audit regular classes in areas of interest or for vocational preparation. The college also provides hands-on experiences in some human service areas.

Regardless of the type or place of training, the program emphasizes the student's responsibilities to the program and to him/herself. Students are expected to be independent, to the degree possible, and to accept responsibility. The following quote from a program brochure emphasizes this:

> IRP/CBVT students are expected to follow the rules and regulations as described by the Marshalltown Community College Catalog and the IRP/CBVT Student Handbook. Students must provide their own transportation to and from campus and training sites. Appropriate student conduct is expected in the classroom, as well as the time spent off-campus as a student intern on a training site (Iowa Valley Community College District, n.d.).

Community-Based Training Site - "We look to see that our training sites are relatively safe. When we work with employers in the community, we do it on a interview basis. We give an overview on what different students have done in the past to show employers that there are no stereotypes. We have a good reputation at both of our campuses and the communities. We do follow through and do maintain contact."

"With regard to job or task analysis, we sit down with the employer and spell out exactly what a student would be exposed to, the hours of work, the procedures, and the expectations of an employee on the job. We ask that the students be exposed to different areas in the work place if possible. We zero in on individual needs when writing a task analysis." Prior to job analysis and placement at the training site, the students use campus training stations. Those involve such things as child care, library services, food services, laundry services, and a geriatric program. A task analysis is used in each training situation. Staff train at the work-site and observe the students' progress.

At present students are placed on about 20 local job sites for training. After the completion of the training program, which takes about two years, students are ready for placement in competitive employment. The reader should note that the Community College does not provide placement services. Rather, after training, clients are placed either by the referring agency or by another program. Iowa Valley Employment Training (under JTPA), Job Service, and Division of Vocational Rehabilitation Services are some of the agencies providing placement services. One of the major reasons for program success is the support generated from the business community as well as established specialized agencies.

Common Problems

The most common problem centers around the socialization skills of the students while at the training site. "We need a lot of work in dealing with problem solving, personal management, student reaction to constructive criticism, and attention to work rules... We must remember that work experience is very limited for most of our students. They generally do not have the advantage of part-time work experience. They have not detassled corn; they have not walked the beans. They have not experienced too much of the realistic world of work. We proceed with the idea that we don't assume anything with the students we work with or with the cooperating employers... The problems tend to be more the non-production related, such as social interaction, peer relationships, and personal problem solving... In our community college classroom situation we place an emphasis on values, making appropriate decisions, and using a team approach to work."

"Another observation we found to be generally true is that some of our mentally retarded/developmentally disabled students tend to take longer to mature. They're at a different developmental level to begin with. We certainly want to expect maturity and so on, but we need to zero in on their needs."

Training Procedures

"When we're on a training site, we start out with fairly intensive job coaching. In many cases we do rely heavily on the cooperating employer. The cooperating employer is not paying our student to work. That is contrary to community college policy. It is a training site - an internship. We set up a task analysis and the college does the training for the most part. We communicate in person; we do a lot of interviewing with our employer and with our student. We do try to keep the paper work with the cooperating employer to a very minimum. We use checklists and this type of thing to maintain a progress measure." At the end of the semester, the employer is asked to complete and "Evaluation Report" on each student (Figure 26).

"Work behaviors are what we're looking at. We generally have a short weekly conference with each one of our students... We try to give each student individual attention. We try to talk out in either in a group situation or individually with staff the personal problems they encountered and some of their observations and expectations. We also find that student expectations as well as those of the cooperating employer are sometimes out of line. We find ourselves trying to troubleshoot those in advance, but sometimes we have to mediate in these situations."

Fading of Support

"Fading increases as progress is made with each student. We make contact with cooperating employers at least once a week. Generally that is done by phone." During the beginning of the fading process, follow-up is done in person two or three times per week. However, telephone contacts are also made during this time. "Our staff keeps good records of the training site experience."

After support had faded and students become successful employees, they are often asked to return to the program and relate their experiences to new students. These persons serve as role models for new students (See Figure 28). "Students talking with students is a good method, if it's channeled and managed well. We do give certificates at different times, verbal praise when warranted. We try to be realistic, however, we don't over-state or over-shoot our measures of praise. The world of work is real, and we want them to join that world of work."

Providing Follow-Up Services

Procedures

Follow-up services are usually limited to two years following placement in competitive employment; this time period coincides with state vocational rehabilitation guidelines. Much of the follow-up is done by vocational rehabilitation counselors and through the Job Training Partnership Act (JTPA). On the average, follow-up services for all students in the program are stopped after nine and a half months. However, successful termination, defined as competitive placement or, in some cases, sheltered employment, requires between 10 and 14 months of follow-up, with 12 and 1/2 months being the average. "We try to minimize the program length for those whose chances are not good and whose performance is not at a competitive level" and most likely never will be. However, staff do try to have students on a job training site for at least three months. Those who are not successful are either referred to other services or are referred back to their vocational rehabilitation counselor.

"We primarily use the telephone to contact both the former student and the employer (See Figure 27 for a telephone interview format)." During the past year, JTPA has become involved with the program. With JTPA students, "We have to follow their guidelines on follow-up. Name changes and forwarding addresses, and new telephone numbers are exacted from the students. That has improved our follow-up services. Personal visits is done primarily that first month. We try to do that at least once. That tends to personalize training; it also gives us some feedback. We ask students to review successes and expectations. We also try and zero-in on what in their own training program they thought they might have missed, or what they should have worked harder on. More times than not the results have yielded problem areas dealing with the social interaction and appropriate adult work behaviors, more than with actual production or even the difficulty of a particular job." For example, attendance is a common problem. "Our program maintained and has a standard of at least 90% attendance. An

Figure 26

Iowa Valley Community College District
EVALUATION REPORT

NOTE: This report covers work performance of IRP students for one semester. Its purpose is to provide as accurate an assessment as possible of an individual's performance, to indicate strong work traits as well as those needing improvement. All responses should be based upon standards necessary to maintain competitive employment, using the same criteria with which paid employees are evaluated.

NAME: ______________________________ DATE: ______________________

TRAINING SITE: ______________________ SUPERVISOR: ________________

COMPLETED BY: ____

COMPETITIVE LEVEL — NEEDS IMPROVEMENT

1. ATTENDANCE

COMPETITIVE LEVEL

- ____ Attends everyday
- ____ Absent 1 or 2 days
- ____ Always calls when absent
- ____ Schedules personal needs outside of work time

NEEDS IMPROVEMENT

- ____ Absent more than 2 days
- ____ Does not call in when absent
- ____ Personal needs infringe upon work time

Comments: ____

____

____

____

2. PROMPTNESS

COMPETITIVE LEVEL

- ____ Always on time to work stations
- ____ Rarely late to work station with acceptable excuse(s)

NEEDS IMPROVEMENT

- ____ Occasionally late, needs improvement
- ____ Frequently late to work station in the morning
- ____ Frequently late to work station after break
- ____ Frequently late to work station after lunch

Comments: ____

____

____

____

3. HYGIENE/WORK APPEARANCE

COMPETITIVE LEVEL

- ____ Clothing is clean
- ____ Clothing is neat
- ____ Clothing fits well
- ____ Clothing appropriate for work

NEEDS IMPROVEMENT

- ____ Dirty clothes
- ____ Wrinkled, sloppy
- ____ Ill fitting
- ____ To dressy or inappropriate for work

Appearance is:

____ Well Groomed
____ Clean

____ Unshaven
____ Body odor
____ Greasy hair
____ Dirty hands/body
____ Unkept

Comments: ____________

4. STAMINA

____ Works full work period without requiring more than normal rest periods
____ Never or rarely voices physical complaints on job

____ Requires frequent breaks during work period
____ Frequently voices physical complaints on job

Comments: ____________

5. COMMUNICATION WITH SUPERVISOR

Is polite & respectful to supervisor

Accepts instruction & suggestions willingly

Speech is clear, easily understood

Asks questions, for help, & reports on progress as needed

Is rude & disrespectful to supervisor occasionally or frequently
Does not accept instructions & suggestions willingly
Speech difficult to understand occasionally or frequently
Avoids talking to supervisor
Talks too much to supervisor

Comments: ____________

6. COMMUNICATION WITH CO-WORKERS

Is polite & respectful to co-workers
Communicates well on joint tasks
Satisfactory relationships with co-workers at work place

Is rude or disrespectful to co-workers
Talks too much to co-workers
Does not talk to co-workers
Annoys, teases, or interferes co-workers
Co-workers would rather not associate with worker

Comments: ____________________

7. ON-TASK BEHAVIOR

____ Remains at work station until task(s) completed	____ Must be told occasionally or frequently to remain at work station until task(s) completed
____ Follows all safety rules	____ Has disregarded safety rules 1 or more times
____ Uses tools & machinery with care	____ Careless 1 or more times with tools & machinery
____ Work is almost always correct	____ Work is occasionally or frequently incorrect
____ Always corrects mistakes willingly	____ Occasionally or frequently does not correct mistakes willingly
____ Usually displays positive work attitude Willingly accepts job assignments	____ Occasionally or frequently grumbles and complains on the job

Comments: ____________________

8. SUPERVISION

____ Worker follows through on instructions & displays initiative to do appropriate things without supervisor checking	____ Worker needs frequent follow-up to insure instructions are followed
____ Worker follows through on instructions and supervisor needs to check occasionally	____ Worker needs constant follow-up to insure instructions are followed

Comments: ____________________

9. INSTRUCTIONS

____ Learns & retains instructions quickly	____ Needs repeated explanation to understand instructions
____ Follows instructions correctly at all times	____ Needs repeated explanation to learn task(s)
	____ Does not always follow instructions

Comments: ____________________

10. CONCENTRATION

____ Always attends to task
____ Almost always attends to task
____ Diligent, consistent worker

____ Daydreams or looks around occasionally
____ Daydreams or looks around frequently
____ Inconsistent worker
____ Does not always exercise work effort

Comments: ____

11. PRODUCTIVITY

____ Consistently high productivity

____ Moderate productivity (50% to 85%)
____ Low productivity (below 50%)
____ Productivity varies widely, due to job or attention to task

Describe factors affecting productivity. ____

____ Motivated to work
____ Appears to understand relationship of earnings to productivity

____ Not motivated to work
____ Does not appear to understand relationship of earnings to productivity

12. ADDITIONAL COMMENTS: (Would you hire this person? Why? What is worker's best trait? What is the poorest trait?)

Figure 27

IOWA VALLEY COMMUNITY COLLEGE DISTRICT

Hello, my name is ______________________, and I am from the JTPA office in Marshalltown. As you know from the letter we sent to you recently, we are conducting a survey of the JTPA program in which you participated three or four months ago.

I would like to ask you a few questions about what you have been doing since you left the program. Do you have time now?

Our records indicate that you officially left the program on ____

I first want to ask you about the 13th week after you left the program: that is, the seven day period starting on Sunday ____________ and ending on Saturday ______________, which was____________ (last week/ two weeks ago/three weeks ago.)

1. Did you do any work for pay during that week?
   ______ yes (go to 2)
   ______ no (go to 4)

2. How much did you get paid for the work you did that week before taxes? Include wages on all jobs, tips, overtime, and any work you may have done on the side.
   $___________ Dollars Per Week (Go to 3)

3. Now I want to ask you about the entire 13 weeks starting with the week after you left the program. That is, from Sunday, ______________________, to Saturday, ________________________________. Including the week we just talked about, how many weeks did you work at all for pay during the 13-week period?
   __________________Weeks (Go to end)

4. If answered "no" to question 1:

   Now I want to ask you about the entire 13 weeks starting with the week after you left the program. That is, from Sunday,______________________, to Saturday,________________________________. Including the week we just talked about, how many weeks did you work at all for pay during the 13-week period?
   ______ yes (go to 2)
   ______ no (go to end)

5. How many weeks did you do any work at all for pay during the 13-week period?
   ______ weeks

SSN ________________________________

Name ______________________________________
last first m.i.

Follow-up seq number________________
Sub Code: SDA 6
Date of Follow up____________________
Labor Status __________
Earnings: $____________

# of Weeks Employed: ________________

AFDC ______ Amount ______________
Refug ______ Amount ______________
GA _________ Amount ______________
UC _________ Amount ______________
Code 1 yes
2 no

Labor Status Code:
1 - Employed during period
2 - Unemployed during period
3 - Not in labor force
4 - Unable to contact

We have now completed the questionnaire and I would like to thank you for your cooperation.

employer, and we emphasize this, will exact even a higher standard; 90% is often not good enough. Being present 9 out of 10 days, 1 day absent per two weeks is not ideal... The employer emphasizes being there every day, and assumes the student will take the responsibility calling-in when sick..." "We have increased to 97% our attendance expectation."

"Another asset developed in the last year is the Division of Vocational Rehabilitation Services' job club which meets four times a week. It provides very appropriate reinforcement. It's on for six weeks and then six weeks off. It meets Monday through Thursday 9:30 through 11:30 AM; there are also some evening times 6:00 to 8:00 PM. It is a small group of six or eight of either those students in training or those students in competitive employment. The program is run by vocational rehabilitation counselors. This has been an asset to students' staying power on the job and in developing realistic expectations... It relates to the reality of the world of work." One of the key elements in the job club approach is that former students help encourage and support new job club members. One of the job duties of staff are to locate former students and to encourage them to act as role models (See Figure 28 for a sample letter).

Communications are maintained between students, their parents/guardians, and the vocational rehabilitation counselor. "It's mainly by tradition that we try to complete the communication cycle by getting the parent, student, and counselor involved. We feel that is very important. It lets us see the student as a whole person. Staff have found that positive parental or guardianship involvement is generally a positive factor. As with all other aspects of the program, staff "treat students as independent functioning" persons as much as possible. "They are their own person."

Time Lines for Follow-Up

"We feel we have a vested interest in exacting an accurate follow-up. We make the contact a month after termination; we do it three months; we also try do it after 6 months, and always after a year..." Although there appear to be no precise reasons, obtaining follow-up information after a year is a difficult process. Follow-up procedures at the later stages rely on the cooperation of vocational rehabilitation counselors. One of their job duties is to collect follow-up information. Between three and six months, former students can usually be located. "After six months it becomes a shakier proposition... We have had many successes where we have followed along for persons who have employed for one, two, or three years."

Advocacy

Unlike many transitional employment programs, advocacy is seen largely as the domain of the vocational rehabilitation counselor. These staff provide intervention as needed. At times they are assisted by Individualized Resource Program staff. The program also uses a state-wide advocacy service. Funded by the Easter Seal Society and sponsored by three Iowa human services agencies, the Iowa Client Assistance Program advocates "for the rights of rehabilitation and independent living clients. They are available by a WATTS number. My experience with them is that they'd come out on a moments notice from their Des Moines headquarters. They are very professional in their approach... The program is free of charge."

Advocacy is seen as a trade-off between the employer's right to know about the student's strengths and problem areas and the student's need for occupational exploration and training. "The employer especially has a right to know about limitations as we see them, especially if they relate to safety and work performance. We try not to stereotype any of our students... We want to them to be able to explore, to ask questions, and to try out different job functions. However, it is very important to cooperating employer to find out about any medications or to have an idea of what limitations might be prevalent... We try, again, not to stereotype; if modification in training is needed, then vocational rehabilitation has been most willing and capable of following through with various job accommodations. We act as an advocate in helping secure needed services and accommodations through vocational rehabilitation."

"While on the training site, our students' prime advocate would be our job development staff person. We try maintain a close one-to-one relationship there. Ideally, a student is on a training site two to two-and-a-half-hours a day. When they come back into the classroom, generally in the afternoon, we have a problem solving or rap

Figure 28

Dear

The purpose of this letter is to obtain some updated information about your job for our records and to obtain your assistance in helping other members find jobs.

I feel you could be a great help to new Job Club members just as the past members were of help to you. You may recall the agreement made by new members enrolled in Job Club that they would try to supply leads after they have obtained a job and you yourself have probably used some of these leads. We would like you now to send in any job leads you have heard about since your last attended session, and especially since having started your new job where openings may occur in the near future.

In order to update our records, will you please fill in the following information:

(1) Type of job: ______________________________
(2) Date started working: ______________________________
(3) Place of employment: ______________________________
Address: ______________________________
(4) Salary Per Week: ______________________________
This information will be kept confidential)
(5) How did you first hear about this job? ______________________________
____

As you know, the office leads list includes a list of all past successful Job Club members. I am delighted you are now employed and will plan on adding you to the list if you have no objection. To make this information useful, please give the information below for that listing as to how a new member might contact you for information.

I can be called at my home telephone number __________ during the hours of _____ to _____. I can be called at my work telephone number __________ during the hours of _______ to _______ .

Please fill in the information requested above and return this letter in the stamped, self-addressed envelope together with your personal leads list and the leads list of any other openings you may be aware of. Please do this now so that other members can benefit from your success and also find a job they like.

Thank you for taking the time to supply me with this information. Again, congratulations and let me know how you are doing.

Sincerely,

---

session on common problems, common successes, and so on. Classroom interview situations are frequently videotaped, reviewed, and evaluated by students and staff. We talk it out in groups:

> 'How would you deal with this situation? How do I respond when asked this? When I receive constructive criticism how well do I take it or what way should I take it?'

The advocacy issue is really imitated by the job development person and often times the vocational rehabilitation counselor is also on campus. On a competitive job placement situation, the advocate almost always is the vocational rehabilitation counselor... If it really becomes a problem with legal ramifications, the Iowa Client Assistance Program may come into the situation."

Interaction with Parents and Residential Programs

Although all program information is provided to parents and group home staff, the student is seen as an independent adult. Staff decisions are made by program staff, vocational rehabilitation counselors, and parent/guardians. "Written goals and objectives are highly individualized and are arrived at and reviewed on a semi-annual basis... During the program I'd say the parent/guardian is well informed. We've had the parent/guardian visit community college based classes."

Program Failures

"We've had some brain injured students ages 18 and older... these students do not mix well with mentally retarded students for obvious reasons. Certain students have more needs than others and different types of needs. We try to meet those needs and plan a system to help the students learn and grow to an optimum level. Much depends on the desire of the student to be competitively employed. There are factors that work against that desire, the most notably being SSI and the other aid... Taking an entry level job at X per hour may... fulfill the work related needs and altruistic needs of providing for one's own. Then again, we find other students are more content to accept a check that they don't actually work for. We constantly have to fight that."

"When we have placement failures, we go back with the student to get the employer's input. We do a task analysis with the student on the areas that have been cited repeatedly as reasons for potential failure. The things that contributed to the unsuccessful outcome must be realized by the student. We feel failures are a learning part of the program; we accept them; but we deal with them, and we don't ignore them. That is a very important learning experience. As we said, our students are very limited on vocational experience. We expect some failures. Often times the vocational rehabilitation counselor helps to evaluate the failures and to suggest how these problems can be minimized or eliminated in the next training site."

Failures and training problems do effect community relations, especially on a specific training site. "However, we find that our commitment from cooperating employers has been very strong, very understanding, and very patient... The client hopefully can learn from his or her errors of omission or commission... We've always operated on that principle. That's very important. Oftentimes we feel that referral and involvement in the job club will augment the training received during the day. We may recommend to the student to become involved in the job club to zero in on some of these obtrusive behaviors or omissions..."

Program Evaluation

The program follows the program evaluation standards established by the Commission on the Accreditation of Rehabilitation Facilities (CARF). The program uses the Vocational Assessment Curriculum Guide (See Figure 29) for all students. Data are collected on each student and these are fed into the overall program evaluation data base. As with all program evaluation, the criteria of success must be determined: "What we term success with our students is both the comprehension and the retention of the training we provided. A measure of any success is a successful placement. Some of those we do accept are in the field of sheltered work, however, these are kept to a minimum... About 85% of the time our successful placements are in the private sector. The other 15% might be in the workshop. An 'unsuccessful' determination would be those students that drop out for any variety of reasons, those who fall way below the 90% attendance rate we expect, or those with either medical or emotional problems that increased because of the training stresses. We try to keep those to a minimum, but there are, none the less, training stresses. It's quite an adjustment into the adult world."

Figure 29

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Career Education
Grimes State Office Building
Des Moines, Iowa 50319-0146

1988 Vocational Student Follow-up Summary

(1-2)	(3-6)	(7-10)	
64	9906	001	______________________
County	District	School	Educational Agency Name & Address

(11-20)
6112000000
cip number

(21-29)					
03	02	02	06		______________________
Instr. Level	Type pro.	Spec. Emph.	Object Purpose	Status	Name of Attendance Site (for jointly admin. prog. use only)

(901) SPECIALIZED VOCATIONAL EDUCATION (State Title)
SN-614 CAREER ASSISTANCE (Local Title)

(902) 1. 65 Number Completing the Course in 1987

2. Total Number of Completers Employed

(903) ______ a. Completers employed in occupation trained or related occupations

(904) ______ b. Completers employed in unrelated occupations

c. Location of Employment

(905) ______ 1. Number employed in state

(906) ______ 2. Number employed out-of-state

(907) ______ d. Average weekly wage for completers employed full-time in occupation trained or related

3. Number of Completers Not Employed

(908) ______ a. Continuing Education

(909) ______ b. Not Employed, but seeking employment

(910) ______ c. Not in Labor Market (Not seeking work)

(911) ______ d. Other (specify) ______________________

(912) 4. ______ Total Number of Completers Unknown

370-1537

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